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ABSTRACT

In November 1983, the Utah Education Reform Steering Committee issued the report "Education in Utah: A Call to Action." To meet Utah's double challenge of rapid growth and quality enhancement, the report stated that Utah needed to: (1) increase the allocation of financial resources to education; (2) demand reforms in many aspects of education; and (3) increase the productivity of each dollar committed to education. Highlighted in this publication are 11 reform programs that were developed to enhance educational quality in Utah. They include the following: the Career Ladder Program; the Early Intervention for Ensuring Student Success Program; the Experimental Developmental Competitive and Allocated Program; the Governor's Awards for Excellence; the National Diffusion Network (NDN) Program; the Site-Based Decision Making Pilot Program; the Star Schools "TEAMS" Program; the Strategic Planning Program; the Utah Center for Families in Education Program; the Utah Distance Learning and EDNET Expansion; and the Utah Public Education Foundation Incentives for Excellence Program. Individual sections describe the history, current status, and future directions of each of these reform programs. Also included are abstracts of reform projects funded under these 11 programs during 1991-93. (LMI)

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UTAH'S EDUCATIONAL REFORM PROGRAMS

1991-93

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UTAH'S EDUCATIONAL REFORM PROGRAMS

1991-93

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UTAH PUBLIC EDUCATION FOUNDATION INCENTIVES FOR EXCELLENCE PROGRAM

UTAH'S EDUCATIONAL REFORM PROGRAMS

In November of 1983, the Utah Education Reform Steering Committee issued a report entitled "Education in Utah: A Call to Action." That report stated that Utah would answer the challenges of A Nation At Risk, the landmark 1983 report of the National Commission on Excellence in Education, and would enhance the future of education in Utah. To meet Utah's double challenge of rapid growth and quality enhancement, the report stated that we must 1) increase the allocation of financial resources to education in the state, 2) demand reforms in many aspects of education, and 3) increase the productivity of each dollar committed to education.

The Legislature and the education community in Utah have responded to the recommendations issued in "Education in Utah: A Call to Action." Highlighted in this publication are eleven (11) reform programs that were developed for the purpose of enhancing the quality of education in Utah:

- The Career Ladder Program was developed to attract and retain good teachers and to improve the quality of classroom instruction;
- The Early Intervention for Ensuring Student Success Program was designed to enable at risk children in grades K-3 and their families to form positive attitudes and behaviors regarding health, and to achieve social and academic success. This program is a collaborative effort between the Utah State Office of Education, human services, and health agencies;
- The Experimental Developmental Competitive and Allocated Program was created for the purpose of giving educators the opportunity to develop innovative projects in their schools and districts;
- The Governor's Awards for Excellence was organized to identify, recognize and reward 20 of Utah's outstanding schools;
- The National Diffusion Network (NDN) Program of funded projects is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices;
- The Site-Based Decision Making Pilot Program was developed to provide a means for local school, community groups, parents, teachers, administrators and classified employees to make decisions at the school level on matters that are critical to the achievement of school goals established within the site-based school, district and state strategic plan;

- The Star Schools "TEAMS" Program was developed in cooperation with the Los Angeles County School District to enhance science and math instruction at the 4-6 grade levels;

- The Strategic Planning Program was created in order to assist school districts and/or schools to develop strategic plans of their own following the guidelines set forth by the State Board of Education;

- The Utah Center for Families in Education Program is made up of leaders in education, government, business, community, state, local PTA and parents to develop school and family partnerships as a sphere of influence for each student to function effectively in society;

- The Utah Distance Learning and EDNET Expansion was created for the purpose of providing instruction and communication links through telecommunications networks to urban and rural areas throughout the state of Utah; and

- The Utah Public Education Foundation Incentives for Excellence Program was created to further the activities of excellence in the schools, and to enhance the resources of public education throughout the state of Utah.

This publication describes the history, current status, and future directions of each of these reform programs. Also included are abstracts of reform projects funded under these eleven programs during 1991-93.

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CAREER LADDER PROGRAM

"WHAT'S WORKING - MORE IDEAS

- Career ladder levels have developed strong leadership skills among the faculty.
- Extended year and extended days have improved teacher competency, have improved morale, and have provided excellent opportunities for teacher inservice and development.
- Mentoring component has expanded teaching / coaching skills of mentors, eliminated fears, and provided an excellent road map for new teachers."

Quote from a participant at the Utah State Career Ladder Conference, May 1992

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THE CAREER LADDER PROGRAM

THE PAST

In 1983 the Utah State Legislature, with support from the State Office of Education, adopted a statewide teacher Career Ladder system. The purpose of the legislation was twofold: to attract and retain good teachers and to improve the quality of schools in Utah. Strategies considered essential for school reform were 1) greater financial and career incentives to keep good teachers in the classroom, 2) more and better teacher evaluations to improve the quality of teaching, and 3) better use of teacher talents outside the classroom. Additionally, Utah's five Applied Technology Centers and the Utah Schools for the Deaf and the Blind receive line item allocations for their career ladder programs.

Funding History:

• 1984-85	$15,258,937
• 1985-86	$31,169,030
• 1986-90	$34,332,300
• 1991-92	$34,672,000
• 1992-93	$34,836,200

THE PRESENT

Currently the Career Ladder program is structured into six component areas with state guidelines for each:

- Performance Bonus
- Career Ladder Levels
- Job Enlargement (extra pay for extra work)
- Extended Contract Year (available to all teachers)
- Teacher Inservice (available to all teachers)
- Incentive Funding for Teacher Shortage areas

A separate plan is developed by each of the forty districts, the five Area Technology Centers, and the Utah Schools for the Deaf and the Blind within the state of Utah. The collaborative effort in each district creates unique and original designs. The plans are developed by teachers, administrators, parents, school board members and others, with a review process by the Utah State Office of Education ensuring adherence to state guidelines.

Previously, 50 percent of the total funding was required to be spent on the ladder, job enlargement, and performance bonus. Legislation in 1991 removed the percentage requirement and added a provision that will allow for teams of teachers to receive performance bonuses. In 1992 legislation added an inservice component.

In 1991, 11 school districts received career ladder funding in a "block grant" allocation, which released them from the normal program requirements and reporting. Evaluations were conducted in 1991 on the "block grant" part of the Career Ladder Program. Legislation in 1992 removed "block grant" status for districts. In 1992, H.B. 162 did allow districts and Applied Technology Centers to request a waiver for a one year continuation of an existing career ladder plan.

The Utah Career Ladder system continues to be refined yearly as districts, Applied Technology Centers and the Utah Schools for the Deaf and the Blind evaluate the components and their effectiveness in achieving school reformation and teacher improvement.

THE FUTURE

The Career Ladder system continues to generate reform within the education system. A statewide borrowing system of best practices will be instituted. Also, efforts to provide adequate and ensured full funding will continue for the purpose of ensuring stability to the Career Ladder program.

The following issues relating to the Career Ladder program will be addressed in the future:

- To provide clear, unambiguous, and consistently applied regulations.
- To stabilize the Career Ladder system through multi-year legislation and funding.
- To implement a multi-year USOE approval process of district plans.
- To provide performance bonuses for groups/teams of teachers.
- To reach the intended full funding level at $54,000,000.
- To initiate a statewide best practices inter-district borrowing system to identify and encourage use of effective policies and practices.

For further information regarding the Utah Career Ladder system contact:

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1992-93 CAREER LADDER PROGRAM

ABSTRACTS SUMMARY

Following are abstract summaries of the Career Ladder plans that were funded during FY 92-93.

ALPINE SCHOOL DISTRICT — 3 year approval

The Alpine School District's 1992-93 Career Ladder Plan has the following four levels: Level I, Certificated; Level II, Basic Professional; Level III, Professional; and Level IV, Consultant; with 45.1% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 6 years, and receive a $1,500 stipend. The Performance Bonus element of the Alpine plan involves 100% of the educators receiving an average award of $250. This feature of its plan utilizes 16.8% of the total allocation. The Extended Day feature of the plan provides 4 days to all 1,804 educators in the district, using 32.3% of the Career Ladder allotment. The Alpine plan also provides 1,100 Job Enlargement opportunities using 3.9% of the allocation for an estimated 900 teachers. The Alpine District uses the SET instrument as the primary tool for Teacher Evaluation. ***This is the first year of their three year approval.***

BEAVER SCHOOL DISTRICT — 1 year approval

The Beaver School District's 1991-92 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 28% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 20 years, and receive a $1,000 stipend. The Performance Bonus element of the Beaver plan involves 33% of the educators receiving an average award of $1,090. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 66 educators in the district, using 36% of the Career Ladder allotment. The Beaver plan also provides 19 Job Enlargement opportunities using 26% of the allocation for an estimated 66 teachers. The Beaver District uses a local instrument as the primary tool for Teacher Evaluation. ***Beaver District was granted a one year waiver of submission.***

BOX ELDER SCHOOL DISTRICT — 1 year approval

The Box Elder School District's 1992-93 Career Ladder Plan has the following three levels: Level I, Level II, and Level III; with 15.7% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $500 stipend. The Performance Bonus element of the Box Elder plan involves approximately 18% of the educators

receiving an average award of $1,000. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7 days to all 465 educators in the district, using 55% of the Career Ladder allotment. The Box Elder plan also provides 465 Job Enlargement opportunities using 19.3% of the allocation. The Box Elder District uses a local instrument as the primary tool for Teacher Evaluation. ***Box Elder District was granted a one year waiver of submission.***

CACHE SCHOOL DISTRICT

1 year approval

The Cache School District's 1992-93 Career Ladder Plan has the following five levels: Level 0, Level I, Level II, Level III, and Level IV; with 30% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years, and receive a $878 stipend. The Performance Bonus element does not apply to the Cache plan. The Extended Day feature of the plan provides 7 days to all 545 educators in the district, using 50% of the Career Ladder allotment. The Cache plan also provides 120 Job Enlargement opportunities, using 0% of the allocation. The Teacher Inservice component affects all 545 educators, using 20% of the Career Ladder allotment. The Cache District uses a local instrument as the primary tool for Teacher Evaluation.

CARBON SCHOOL DISTRICT

1 year approval

The Carbon School District's 1992-93 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 18% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $600 stipend. The Performance Bonus element of the Carbon plan involves 60% of the educators receiving an average award of $100-700. This feature of its plan utilizes 12% of the total allocation. The Extended Day feature of the plan provides 8 days to all 256 educators in the district, using 50% of the Career Ladder allotment. The Carbon plan also provides 50 Job Enlargement opportunities using 20% of the allocation for an estimated 50 teachers. The Carbon District uses the C-ITC +McCarney instrument as the primary tool for Teacher Evaluation. ***Carbon District was granted a one year waiver of submission.***

DAGGETT SCHOOL DISTRICT

1 year approval

The Daggett School District's 1992-93 Career Ladder Plan has the following 4 levels: Provisional I Educator, Career I Educator, Career II Educator, and Career III Educator; with 36% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 6 years, and receive a $1,200 stipend. The Performance Bonus element of the Daggett plan involves 31% of the educators receiving an average award of $750. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature

of the plan provides 7 days to all 17 educators in the district, using 40% of the Career Ladder allotment. The Daggett plan also provides 4 Job Enlargement opportunities using 14% of the allocation for an estimated 4 teachers. The Daggett District uses the SET instrument as the primary tool for Teacher Evaluation. ***Daggett District was granted a one year waiver of submission.***

DAVIS SCHOOL DISTRICT — 3 year approval

The Davis School District's 1990-91 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 19% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 7 years, and receive a $390 stipend. The Performance Bonus element of the Davis plan involves an average award of $600. This feature of its plan utilizes 24% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 2,250 educators in the district, using 45% of the Career Ladder allotment. The Davis plan also provides Job Enlargement opportunities using 12% of the allocation for an estimated 1,714 teachers. The Davis District uses a local instrument as the primary tool for Teacher Evaluation. ***The Davis School District 1992-93 Career Ladder Plan information is based on their 3-year approval of 1990-91. This is the third and final year of their 3-year approval. Davis District must submit a new updated career ladder application for next year.***

DUCHESNE SCHOOL DISTRICT — 3 year approval

The Duchesne School District's 1991-92 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 19.7% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $327 stipend. The Performance Bonus element of the Duchesne plan involves 39% of the educators receiving an average award of $1000. This feature of its plan utilizes 18.3% of the total allocation. The Extended Day feature of the plan provides 6 days to all 203 educators in the district, using 38.7% of the Career Ladder allotment. The Duchesne plan also provides 203 Job Enlargement opportunities using 23.4% of the allocation for an estimated 183 teachers. The Duchesne District uses the D-ITC instrument as the primary tool for Teacher Evaluation. ***Ducheane School District was to submit a new updated Career Ladder Plan for 1992-93 after completing a 3 year approval, but requested and was granted a one year waiver of submission.***

EMERY SCHOOL DISTRICT — 1 year approval

The Emery School District's 1989-90 Career Ladder Plan has the following five levels: Level 1, Level 2, Level 3, Level 4, and Level 5; with 45% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $1,402 stipend. The Performance Bonus element of the Emery plan involves 60% of the educators receiving an

average award of $400. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7.5 days to all 163 educators in the district, using 45% of the Career Ladder allotment. The Emery Job Enlargement component will be folded into the Vertical Dimension Levels of the plan affecting an estimated 20 teachers. The Emery District uses the E-ITC instrument as the primary tool for Teacher Evaluation. ***Emery School District was to submit a new updated Career Ladder Plan for 1992-93 after completing a 3 year approval, but requested and was granted a one year waiver of submission.***

GARFIELD SCHOOL DISTRICT

1 year approval

The Garfield School District's 1992-93 Career Ladder Plan has the following five levels: Level A, Level B, Level C, Level D, and Level E; with 35% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years, and receive a $1,020 stipend. Criteria for placement at each level are detailed in Appendix C of the plan. The Extended Day feature of the Garfield plan provides 5 days to all 64 educators in the district, using 30% of the Career Ladder allotment. The Garfield plan also provides 12 categories of Job Enlargement opportunities using 35% of the allocation for an estimated 41 teachers. The Garfield District uses the SET instrument as the primary tool for Teacher Evaluation. ***Garfield District was granted a one year waiver of submission.***

GRAND SCHOOL DISTRICT

1 year approval

The Grand School District's 1989-90 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 28.7% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years, and receive a $730.08 stipend. The Performance Bonus element of the Grand plan involves 68% of the educators receiving an average award of $865. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 70 educators in the district, using 47.5% of the Career Ladder allotment. The Grand plan provides Job Enlargement opportunities by allocation to each school based on the number of educators at that building; using 13.8% of the allocation for an estimated 30 teachers. The Grand District uses a Local instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1989-90 Career Ladder plan which was in effect when Grand District received block grant status, and was granted a one year waiver of submission.***

GRANITE SCHOOL DISTRICT

2 year approval

The Granite School District's 1992-93 Career Ladder Plan has the following three levels: Step 1, Step 2, and Step 3; with -0-% for Career Ladder allocation committed to ladder step stipends. Certain levels on the ladder determine job enlargement opportunities. Both school level and district-wide responsibilities

may be generated. The Extended Day feature of the plan provides 5 days to all 3,500 educators in the district, using 41% of the Career Ladder allotment. The Granite Job Enlargement component is folded into the career ladder levels; using 40% of the allocation for an estimated 3,500 teachers. The Teacher Inservice component will use 19% of the allocation. One day of inservice is provided for all teachers at each school site; "the direction of the inservice is determined at the school level by the administrator and staff." The Granite District uses the following instrument as the primary tool for Teacher Evaluation: "Granite School District Standards for Satisfactory Teacher Performance." ***This is the first year of their 2 year approval.***

IRON SCHOOL DISTRICT

3 year approval

The Iron School District's 1992-93 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 18% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 6 years and receive a $300 stipend. The Performance Bonus element of the Iron plan involves 100% of the educators; teachers meeting the outlined criteria will be paid $600. This feature of its plan utilizes 42% of the total allocation. The Extended Day feature of the plan provides 4 days to all 240 educators in the district, using 31% of the Career Ladder allotment. The Iron plan also provides Job Enlargement funds which will be used for block grants to individual school sites; the funds are directed "for school-wide grade level, or department projects to improve student learning." The allocation is "$175/school site. The Iron District uses the SET instrument as the primary tool for Teacher Evaluation. ***Iron School District was granted 3-year approval for their 1992-93 Career Ladder Plan. This is the first year of their 3-year approval.***

JORDAN SCHOOL DISTRICT

1 year approval

The Jordan School District's 1991-92 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years. The Performance Bonus element of the Jordan plan involves 90% of the educators receiving an average award of $448. This feature of its plan utilizes 25% of the total allocation. The Extended Day feature of the plan provides 3 days to all 2,947 educators in the district, using 25% of the Career Ladder allotment. The Jordan plan also provides approved menu items, (each with a specific number of points attached). Job Enlargement opportunities using 50% of the allocation for an estimated 2,947 teachers. The Job Enlargement, or Extra Work activities come from the career ladder menu. The Jordan District uses the J-ITC/student progress instrument as the primary tool for Teacher Evaluation. ***Jordan District was granted a one year waiver of submission.***

JUAB SCHOOL DISTRICT — 2 year approval

The Juab School District's 1990-91 Career Ladder Plan has the following four levels: Level A, Level B, Level C, and Level D; with 41% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $ 0 - $1,600 stipend. The Performance Bonus element of the Juab plan involves 52% of the educators receiving an average award of $330. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 65 educators in the district, using 41% of the Career Ladder allotment. The Juab plan also provides Job Enlargement opportunities using 8% of the allocation for an estimated 33 teachers. The Juab District uses the Logan instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1990-91 Career Ladder Plan which was in effect when Juab District was granted a one year waiver of submission.***

KANE SCHOOL DISTRICT — 3 year approval

The Kane School District's 1992-93 Career Ladder Plan has the following four levels: Teacher, Certified Teacher, Senior Teacher, and Master Teacher; with 51.3% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years. The Performance Bonus element of the Kane plan involves 68% of the educators receiving an average award of $300. This feature of its plan utilizes 10.9% of the total allocation. The Extended Day feature of the plan provides 3 days to all 74 educators in the district, using 16.1% of the Career Ladder allotment. The Kane plan Job Enlargement component uses 21.7% of the allotment. The Kane District uses a local instrument as the primary tool for Teacher Evaluation. ***The Kane School District information is updated for 92-93 and is in the third year of their 3 year approval. Kane District must submit a new updated career ladder application for next year.***

LOGAN SCHOOL DISTRICT — 1 year approval

The Logan School District's 1992-93 Career Ladder Plan has the following four levels: Beginning Professional, Professional, Senior Professional, and Teacher Leader; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 3 years with prior experience. The Performance Bonus element of the Logan plan involves 69% of the educators receiving an average award of $1,000. This feature of its plan utilizes 46% of the total allocation. The Extended Day feature of the plan provides 5 days to all 255 educators in the district, using 38% of the Career Ladder allotment. The Logan plan also provides Job Enlargement opportunities using 16% of the allocation for an estimated 124 teachers. The Job Enlargement component is folded into the ladder levels. The Senior Professional and Teacher Leader educators are eligible to apply for various job enlargement opportunities. The Logan District uses a local instrument as the primary tool for Teacher Evaluation. ***Logan District was granted a one year waiver of submission.***

MILLARD SCHOOL DISTRICT

3 year approval

The Millard School District's 1992-93 Career Ladder Plan has the following four levels: Provisional Teacher, Career Teacher, Professional Teacher, and Instructional Leader; with 20% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 3 years and receive a $700 stipend. The Performance Bonus element of the Millard plan involves 92% of the educators receiving an average award of $75 - $150. This feature of its plan utilizes 20% of the total allocation. The Extended Day feature of the plan provides 6 days to all 195 educators in the district, using 42% of the Career Ladder allotment. The Millard plan also provides 214 Job Enlargement opportunities using 18% of the allocation for an estimated 170 teachers. These funds are distributed using a block grant method. The Millard District uses the AIM instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of their 3-year approval. Millard District must submit a new updated career ladder application for next year.***

MORGAN SCHOOL DISTRICT

1 year approval

The Morgan School District's 1991-92 Career Ladder Plan has the following five levels: Level 1, Level 2, Level 3, Level 4 and Level 5; with 6% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 8 years. The Performance Bonus element of the Morgan plan involves 62% of the educators receiving an average award of $200 - $1500. This feature of its plan utilizes 15% of the total allocation. The Extended Day feature of the plan provides 7 days to all 76 educators in the district, using 56% of the Career Ladder allotment. The Morgan plan also provides 76 Job Enlargement opportunities using 23% of the allocation for an estimated 50 teachers. The Morgan District uses a local instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder plan which was in effect when Morgan District was granted a one year waiver of submission.***

MURRAY SCHOOL DISTRICT

1 year approval

The Murray School District's 1992-93 Career Ladder Plan has the following four levels: Provisional Teacher, Career Ladder A and B, Career Ladder C and D; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years. The Performance Bonus element of the Murray plan involves approximately 86% of the educators; teachers have the opportunity to select from two options: an individual or group performance bonus. This feature of its plan utilizes 28% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 304 educators in the district, using 59% of the Career Ladder allotment. The Murray plan Job Enlargement component is folded into the vertical dimension levels A, B, C and

D; using 13% of the allocation for an estimated 200 teachers. The Murray District uses the AIM instrument as the primary tool for Teacher Evaluation.

NEBO SCHOOL DISTRICT

3 year approval

The Nebo School District's 1990-91 Career Ladder Plan has the following four levels: Qualifying Educator I, Career Educator II, Associate Educator III, and Senior Educator IV; with 30% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Associate level in 4+ years and receive a $900 stipend. The Performance Bonus element of the Nebo plan involves 66% of the educators receiving an average award of $200-$1,500. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7.5 days to all 703 educators in the district, using 47% of the Career Ladder allotment. The Nebo plan also provides 460 Job Enlargement opportunities using 13% of the allocation for an estimated 438 teachers. The Nebo District uses the SET instrument as the primary tool for Teacher Evaluation. ***The Nebo School District 1992-93 Career Ladder Plan information is based on their 3-year approval of 1990-91. This is the third and final year of this 3-year approval. Nebo District must submit a new updated career ladder application for next year.***

NORTH SANPETE SCHOOL DISTRICT

1 year approval

The North Sanpete School District's 1992-93 Career Ladder Plan has the following three levels: Level I, Level II, and Level III; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Professional Teacher level in 3 years. Positions on the ladder allow teachers to apply for job enlargement opportunities. The Performance Bonus element of the North Sanpete plan involves 94% of the educators receiving an average award of $300. This feature of its plan utilizes 37% of the total allocation. The Extended Day feature of the plan provides 4 days to all 103 educators in the district, using 35% of the Career Ladder allotment. The North Sanpete plan also provides Job Enlargement opportunities using 28% of the allocation for an estimated 97 teachers. Teachers on career ladder Levels II and III are eligible for job enlargement opportunities. The Teacher Inservice component is not a part of the North Sanpete School District's plan. The North Sanpete District uses the ITC instrument as the primary tool for Teacher Evaluation.

NORTH SUMMIT SCHOOL DISTRICT

3 year approval

The North Summit School District's 1990-91 Career Ladder Plan has the following four levels: Level I, Level II, Level III, Level IV; with 29.5% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Professional Teacher level in 7 years and receive a $700 stipend. The Performance Bonus element of the North Summit plan involves 50% of the

educators receiving an average award of $420. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 43 educators in the district, using 50% of the Career Ladder allotment. The North Summit plan also provides 12 Job Enlargement opportunities using 10.5% of the allocation for an estimated 12 teachers. The North Summit District uses a local instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of this 3-year approval. North Summit District must submit a new updated career ladder application for next year.***

OGDEN SCHOOL DISTRICT 1 year approval

The Ogden School District's 1992-93 Career Ladder Plan has the following four levels: Level I-Basic Professional, Level II-Professional Teacher, Level III-Master Teacher, and Level IV-Instructional Leader; with 0% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Level IV in 8 years. The Performance Bonus element is not a part of the Ogden plan. The Extended Day feature of the plan provides 5 days to all 610 educators in the district, using 47% of the Career Ladder allotment. The Ogden plan also provides 610 Job Enlargement opportunities using 25% of the allocation for an estimated 610 teachers. The Teacher Inservice component affects all 610 educators and uses 28% of the Career Ladder allocation. The Ogden District uses the ITC instrument as the primary tool for Teacher Evaluation.

PARK CITY SCHOOL DISTRICT 1 year approval

The Park City School District's 1991-92 Career Ladder Plan has the following seven levels: Step 1, Step 2, Step 3, Step 4, Step 5, Step 6 and Step 7; with 62% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach Step 5 level in 6 years, and receive a $1,334 stipend. Steps 6 and 7 are contingent on future funding. The Performance Bonus element of the Park City plan involves 65% of the educators receiving an average award of $230. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 2 days to all 102 educators in the district, using 17% of the Career Ladder allotment. The Park City plan also provides 38 Job Enlargement opportunities using 11% of the allocation for an estimated 91 teachers. The Park City District uses a local instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder Plan which was in effect when Park City District received block grant status, and was granted a one year waiver of submission for 1992-93.***

PIUTE SCHOOL DISTRICT 1 year approval

The Piute School District's 1991-92 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 42% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the

top level in 4 years and receive a $930 stipend. The Performance Bonus element of the Piute plan involves 73% of the educators receiving an average award of $490. This feature of its plan utilizes 20% of the total allocation. The Extended Day feature of the plan provides 6 days to all 22 educators in the district, using 34% of the Career Ladder allotment. The Piute plan also provides 22 Job Enlargement opportunities using 4% of the allocation for an estimated 12 teachers. The Piute District uses the ITC instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder Plan which was in effect when Piute District was granted a one year waiver of submission.***

PROVO SCHOOL DISTRICT

1 year approval

The Provo School District's 1989-90 Career Ladder Plan has the following four levels: Professional Teacher, Teacher Specialist, Curriculum Development Grade Level Leader/Cluster Leader, and Teacher Leader; with 56.6% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $4,068.98 stipend. The Performance Bonus element of the Provo plan involves 90% of the educators receiving an average award of $450. This feature of its plan utilizes 10.7% of the total allocation. The Extended Day feature of the plan provides 10 days to all 602 educators in the district, using 32.7% of the Career Ladder allotment. The Provo plan also provides 307 Job Enlargement opportunities for those on the top 3 levels of the ladder. The Provo District uses a local instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1989-90 Career Ladder Plan which was in effect when Provo District received block grant status, and was granted a one year waiver of submission.***

RICH SCHOOL DISTRICT

1 year approval

The Rich School District's 1992-93 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 47.1% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 10 years and receive a 2 shares stipend. The Performance Bonus element is not a part of the Rich plan. This feature of its plan utilizes 0% of the total allocation. The Extended Day feature of the plan provides 4 days to all 32 educators in the district, using 28.5% of the Career Ladder allotment. The Rich plan also provides 32 Job Enlargement opportunities using 19.8% of the allocation for an estimated 25 teachers. The Teacher Inservice component affects 25 teachers and uses 19.8% of the total allocation. The Rich District uses the AIM instrument as the primary tool for Teacher Evaluation.

SALT LAKE CITY SCHOOL DISTRICT

1 year approval

The Salt Lake City School District's 1988-89 Career Ladder Plan has the following seven levels: Level 1-Provisional Teachers, Level 2-Career Educator, Level 3-Teacher Specialist, and Level 4-Teacher Leader; with 47% of the total Career Ladder allocation committed to ladder step stipends. A

teacher may reach the top level in 5 years, and receive a $4,360 stipend. The Performance Bonus element of the Salt Lake City plan involves 35% of the educators receiving an average award of $600. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 1250 educators in the district, using 43% of the Career Ladder allotment. The Salt Lake City plan also provides Job Enlargement opportunities using .02% of the allocation for an estimated 110 teachers. The Salt Lake City District uses a local instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1988-89 Career Ladder Plan which was in effect when Salt Lake City District received block grant status, and was granted a one year waiver of submission.***

SAN JUAN SCHOOL DISTRICT

3 year approval

The San Juan School District's 1990-91 Career Ladder Plan has the following three levels: Basic Professional, Professional Teacher, and Master Teacher; with 20% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $400-700 stipend. The Performance Bonus element of the San Juan plan involves 45% of the educators receiving an average award of $250-900. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 200 educators in the district, using 50% of the Career Ladder allotment. The San Juan plan also provides Job Enlargement opportunities using 20% of the allocation for an estimated 108 teachers. For the 1992-93 school year, the district will incorporate the new Teacher Inservice component. "Each school will have the choice to use up to $300/eligible teacher for approved inservice costs." These costs will be moved from the Job Enlargement allocation provided at each school site. The San Juan District uses the ITC instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of their 3-year approval. San Juan District must submit a new updated career ladder application for next year.***

SEVIER SCHOOL DISTRICT

1 year approval

The Sevier School District's 1992-93 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 22.6% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach Level V in 9 years and receive a $700 stipend. The Performance Bonus component does not apply to this plan. The Extended Day feature of the plan provides 7 days to all 211 educators in the district, using 54.8% of the Career Ladder allotment. The Teacher Inservice component is not a part of this plan. The Sevier plan also provides Job Enlargement opportunities using 22.6% of the allocation for an estimated 111 teachers. The Sevier District uses the ITC instrument as the primary tool for Teacher Evaluation.

SOUTH SANPETE SCHOOL DISTRICT — 1 year approval

The South Sanpete School District's 1991-92 Career Ladder Plan has the following three levels: Level I-Professional, Level II-Specialist, and Level III-Leader; with 0% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $2,850 stipend. The Performance Bonus element of the South Sanpete plan involves 46% of the educators receiving an average award of $300. This feature of its plan utilizes 13% of the total allocation. The Extended Day feature of the plan provides 8 days to all 109 educators in the district, using 47% of the Career Ladder allotment. The South Sanpete plan also provides 12 Job Enlargement opportunities using 5% of the allocation for an estimated 62 teachers. The South Sanpete District uses the SET instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder Plan which was in effect when South Sanpete District was granted a one year waiver of submission.***

SOUTH SUMMIT SCHOOL DISTRICT — 1 year approval

The South Summit School District's 1991-92 Career Ladder Plan has the following four levels: Provisional Teacher, Professional Teacher, Senior Teacher, and Master Teacher; with 32% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $828 stipend. The Performance Bonus element of the South Summit plan involves 80% of the educators receiving an average award of $562. This feature of its plan utilizes 30% of the total allocation. The Extended Day feature of the plan provides 4 days to all 57 educators in the district, using 30.1% of the Career Ladder allotment. The South Summit plan also provides Job Enlargement opportunities using 7.9% of the allocation for an estimated 4 teachers. The South Summit District uses the ITC instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder Plan which was in effect when South Summit District was granted a one year waiver of submission.***

TINTIC SCHOOL DISTRICT — 3 year approval

The Tintic School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 27% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years and receive a $575 stipend. The Performance Bonus element of the Tintic plan involves 53% of the educators receiving an average award of $320. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 15 educators in the district, using 43% of the Career Ladder allotment. The Tintic plan also provides Job Enlargement opportunities using 20% of the allocation for an estimated 3 teachers. The Tintic District uses the ITC instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of their 3-year approval. Tintic District must submit a new updated career ladder application for next year.***

TOOELE SCHOOL DISTRICT — 1 year approval

The Tooele School District's 1992-93 Career Ladder Plan has three components: (1) Seven [7] Extended Days; (2) Vertical Dimension [Ladder Levels]; and (3) block grants to schools. 60% of the total allocation is used to provide 7 extended days for all of the districts 355 teachers. Three of these days are teacher workdays at the end of grading periods; the other four are for workshops and inservicing. Approximately 150 teachers participate in Vertical Dimension. This component has five levels with stipends ranging from $450. to $750., and constitutes 15% of the total allocation. Teachers qualify for Vertical Dimension monies on the basis of experience, training, and meeting performance objectives. The remaining 25% career ladder funds are block granted to the schools. Each school has a committee composed of the principal, a parent, a student, and teachers that decide how to spend its career ladder allotment. All 355 teachers are eligible to participate in this component. ***Tooele District was granted a one year waiver of submission.***

UINTAH SCHOOL DISTRICT — 1 year approval

The Uintah School District 1992-93 Career Ladder Plan is composed of individual site-based plans established within standards set by the District Career Ladder Committee. The data listed below represents the collective data of the district.

The Uintah School District's 1992-93 Career Ladder Plan has the following five levels: Step I, Step II, Step III, Step IV, and Step V; with 28% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $700 stipend. The Performance Bonus element of the Uintah plan involves 32% of the educators receiving an average award of $246. This feature of its plan utilizes 5% of the total allocation. The Extended Day feature of the plan provides 5.5 days to all 315 educators in the district, using 45% of the Career Ladder allotment. The Uintah plan also provides 315 Job Enlargement opportunities using 22% of the allocation for an estimated 275 teachers. The Uintah District uses the SET instrument as the primary tool for Teacher Evaluation.

WASATCH SCHOOL DISTRICT — 1 year approval

The Wasatch School District's 1991-92 Career Ladder Plan has the following four levels: 1) Career Candidate, 2) Level I, 3) Level II, and 4) Level III; with 16.14% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $379 stipend. The Performance Bonus element of the Wasatch plan involves 47% of the educators receiving a maximum award of $1,200. This feature of its plan utilizes 11.81% of the total allocation. The Extended Day feature of the plan provides 7 days to

all 121 educators in the district, using 58.03% of the Career Ladder allotment. The Wasatch plan also provides 115 Job Enlargement opportunities using 14.02% of the allocation for an estimated 85 teachers. The Wasatch District uses the SET instrument as the primary tool for Teacher Evaluation. ***All information is based on the 1991-92 Career Ladder Plan which was in effect when Wasatch District was granted a one year waiver of submission.***

WASHINGTON SCHOOL DISTRICT 1 year approval

The Washington School District's 1992-93 Career Ladder Plan has the following three levels: Professional Educator, Career Educator-Step I, and Career Educator-Step II; with 61% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 8 years and receive a $1,630 stipend. The Performance Bonus element is not a part of the Washington plan. The Teacher Inservice element is not a part of the Washington plan. The Extended Day feature of the plan provides 5 days to all 580 educators in the district, using 39% of the Career Ladder allotment. The Washington Job Enlargement opportunities have been folded into the levels of their plan. The Washington District uses the SET instrument as the primary tool for Teacher Evaluation.

WAYNE SCHOOL DISTRICT 3 year approval

The Wayne School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 51% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $1,550 stipend. The Performance Bonus element of the Wayne plan involves 36% of the educators receiving an average award of $800-$1,200. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 4 days to all 35 educators in the district, using 29% of the Career Ladder allotment. The Wayne plan also provides Job Enlargement opportunities using 10% of the allocation for an estimated 35 teachers. The Wayne District uses the SET instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of their 3-year approval. Wayne District must submit a new updated career ladder application for next year.***

WEBER SCHOOL DISTRICT 1 year approval

The Weber School District's 1992-93 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 8% of the total Career Ladder allocation committed to ladder step stipends. Level IV currently is unfunded due to increases in other areas of the program. The Performance

Bonus element of the Weber plan involves 75% of the educators receiving an average award of $450. This feature of its plan utilizes 30% of the total allocation. The Extended Day feature of the plan provides 6 days to all 1,170 educators in the district, using 50% of the Career Ladder allotment. The Weber plan also provides 13 Job Enlargement categories of opportunities using 12% of the allocation for an estimated 1,170 teachers. The Weber District uses the W-ITC instrument as the primary tool for Teacher Evaluation. ***Weber District was granted a one year waiver of submission.***

UTAH SCHOOLS FOR THE DEAF & THE BLIND 1 year approval

The Utah Schools for the Deaf and the Blind 1992-93 Career Ladder Plan has the following five levels: Provisional A, Provisional B, Certificated, Career Professional, and Career Senior; with 70% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $2,000 stipend. The Performance Bonus element of the Utah Schools for the Deaf and the Blind plan does not apply to their plan. This feature of its plan utilizes 0% of the total allocation. The Extended Day feature of the plan provides 3 days to all 115 educators, using 20% of the Career Ladder allotment. The Utah Schools for the Deaf and the Blind plan also provides Job Enlargement opportunities using 10% of the allocation for an estimated 115 teachers. The Utah Schools for the Deaf and the Blind uses a local instrument as the primary tool for Teacher Evaluation.

BRIDGERLAND APPLIED TECH. CENTER 1 year approval

The Bridgerland Applied Technology Center (BATC) 1992-93 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 37% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $985 stipend. The Performance Bonus element of the BATC plan involves 100% of the educators receiving an average award of $581. This feature of its plan utilizes 25% of the total allocation. The Extended Day feature does not apply to this plan. The BATC plan also provides 22 Job Enlargement opportunities using 38% of the allocation for an estimated 20 teachers. The BATC uses a local instrument as the primary tool for Teacher Evaluation. ***Bridgerland Applied Technology Center has applied for and received a waiver for a one-year extension of the previous three-year plan.***

DAVIS APPLIED TECHNOLOGY CENTER 1 year approval

The Davis Applied Technology Center (DATC) 1992-93 Career Ladder Plan has the following four levels: Provisional Teacher, Basic Professional, Career

Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive approximately a $700 stipend. The Performance Bonus element of the DATC plan involves 100% of the educators receiving an average award of approximately $500-$1,200. This feature of its plan utilizes 25% of the total allocation. The Extended Day feature of the plan provides 5 days to all 39 educators, and one additional day for 9 month teachers, using 43% of the Career Ladder allotment. The DATC plan also provides Job Enlargement opportunities using 10% of the allocation for an estimated 39 teachers. The Teacher Inservice component of DATC plan affects all 39 teachers and uses 2% of the total allocation. The DATC uses a local instrument as the primary tool for Teacher Evaluation.

OGDEN/WEBER APPLIED TECH. CENTER 1 year approval

The Ogden/Weber Area Technology Center (O/WATC) 1992-93 Career Ladder Plan has two ladders 1) Instructor and 2) Counselor with the following four levels in each ladder: Instructor/Counselor I, Instructor/Counselor II, Senior Instructor/Counselor, and Leader Instructor/Counselor; with 57% of the total Career Ladder allocation committed to ladder step stipends. Teacher and counselor at the top level receive a $4,800 stipend. The Performance Bonus element of the O/WATC plan involves the top 64% of the educators and they divide 21% of the Career Ladder allocation. The Extended Day feature of the plan provides 3 days to all 33 educators, using 19% of the Career Ladder allotment. The O/WATC plan also provides 5 categories of Job Enlargement opportunities using 3% of the allocation for all 33 teachers/counselors. The O/WATC uses a local instrument as the primary tool for Teacher Evaluation.

SEVIER VALLEY APPLIED TECH. CENTER 3 year approval

The Sevier Valley Applied Technology Center (SVATC) 1992-93 Career Ladder Plan has the following six levels: Level I, Level II, Level III, Level IV, Level V, and Level VI; with 40% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 20 years and receive a $1,254 stipend. The Performance Bonus element of the SVATC plan involves 100% of the educators receiving an average award of $555. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 2 days to all 25 educators, using 9.1% of the Career Ladder allotment. The SVATC plan also provides Job Enlargement opportunities using 40.9% of the allocation for an estimated 25 teachers. The Teacher Inservice component is not a part of the SVATC plan. The SVATC uses a local instrument as the primary tool for Teacher Evaluation. ***This is the first year of their three year approval.***

UINTAH BASIN APPLIED TECH CENTER 3 year approval

The Uintah Basin Applied Technology Center (UBATC) 1990-91 Career Ladder Plan has the following three levels: Level I, Level II, and Level III; with 20% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $430-$1,400 stipend. The Performance Bonus element of the UBATC plan involves 87% of the educators receiving an average award of $902. This feature of its plan utilizes 20% of the total allocation. The Extended Day feature of the plan provides 13 days to all 20 educators, using 50% of the Career Ladder allotment. The UBATC plan also provides 9 Job Enlargement opportunities using 10% of the allocation for an estimated 10 teachers. The UBATC uses a local instrument as the primary tool for Teacher Evaluation. ***This is the third and final year of this 3-year approval. Uintah Basin Applied Technology Center must submit a new updated career ladder application for next year.***

COORDINATED SERVICES
FOR CHILDREN AND YOUTH AT RISK
AND THEIR FAMILIES:

EARLY INTERVENTION FOR ENSURING STUDENT SUCCESS PROGRAM

"The Early Intervention for Student's Success program has proven that collaborative efforts among agencies (i.e., Health, Human Services, and Education) with the full partnership of parents, can provide a coordinated services to at risk students and their families. It is exciting to see these agencies coming to the table with the sole purpose of providing individual, unduplicated services to students and families in order to ensure that each student has the opportunity to receive an appropriate education."

Cheryl Hostetter, Education Specialist, Services for At Risk Students Section, Utah State Office of Education, - 1993

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COORDINATED SERVICES FOR CHILDREN AND YOUTH AT RISK AND THEIR FAMILIES

The Early Intervention for Ensuring Student Success Program is a coordinated school-based program administered by the State Council for At Risk Children and Youth, consisting of the directors of Health, Human Services, Education and the Courts. This State Council is given advice by a larger body known as the Task Force for Children and Youth At Risk. This larger body functions to provide final resolution of interagency problems related to children and youth at risk and their families, and to oversee the implementation of coordinated services provided by fifteen (15) regional Local Interagency Councils (LICS) across the state, the Task Force for Children and Youth AT Risk also oversees the progress of the Early Intervention for Ensuring Student Success Program.

The purpose of the LIC's is to assure that each child and family requiring individualized services from more than one agency receive timely, unduplicated and effective services. Membership of each LIC is comprised of representative of agencies with public mandates to serve children. These include at a minimum:

- Human Services
- Health
- Youth Corrections
- Education
- Mental Health
- Parent Advocates
- Juvenile Court
- substance Abuse

Other public and private agencies may participate in staffings or other LIC functions at the discretion of each Council.

The Early Intervention for Ensuring Student Success Program is the school-based component of service and support to identified children and youth at risk and their families in this seamless system of service delivery. The following information serves to provide an overview of the history and future of the collaborative school-based program as well as to identify specific program descriptions of the 36 schools in the 9 districts involved in this program at the present time.

For further information regarding the Early Intervention for Ensuring Student Success Program contact:

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EARLY INTERVENTION FOR ENSURING STUDENT SUCCESS PROGRAM

THE PAST

The Early Intervention for Ensuring Student Success initiative is designed to enable at risk children in grades K-3 and their families to form positive attitudes and behaviors regarding health, and to achieve social and academic success. In 1989, seven pilot projects throughout the state of Utah were funded for a two year period of time. An evaluation of these projects provided valuable information regarding necessary components for successful outcomes. The evaluation of these projects demonstrated significant outcomes in the following ways:

- Increase parent satisfaction with the school
- Significant increase in reading/math scores
- Decrease in socially inappropriate behaviors
- Health needs met that impede educational achievement
- Reduced referrals to more categorical programs, i.e., special education, public assistance, foster care, etc.

This information was combined with current research literature and is reflected in the current minimum requirements which utilized the resources and expertise of Education, Human Services and Health agencies to develop and implement comprehensive, school-based services for these children and their families.

THE PRESENT

In the Spring of 1991, a new RFP was disseminated using the information gathered in the 2-year pilot study. In the definition of At Risk Children contained in the master plan developed by a statewide task force, it was determined that those children who, because of the risk factors listed below, require appropriate and uniquely-designed intervention to better enable them to have positive interaction with or access to the health, education and human services agencies, which would then impact student performance in school. It was determined that in order to participate in the program, the following minimum requirements for program structure would have to be in place:

RISK FACTORS

Family Related	Socio-Economic	Intrinsic to the Student
Divorce/Separation	Cultural Difference	Absenteeism and Truancy
Child Of An Alcohol Or Other Drug Abuser	Ethnic Difference	Behavior / Emotional Problem
Single Parent Family	Poverty	Under Achievement
Teenage Parent	Migrancy	Court System Involvement
Death In Family		Lack Of Social Competence
Management		
Family Literacy		Limited English Proficiency
Mobility		Low Self-Esteem
Physical/Sexual / Psychological		Social / Emotional Maturity
Neglect Or Abuse		

COORDINATING COUNCIL

The Coordinating Council consists of those individuals who can commit and allocate resources as well as restructure local policies. At a minimum, the following individuals must be included on the council: the superintendent of the local school district, the principal(s) from the participating school(s), a teacher, the health officer and nursing director of the local office of the Department of Human Services, substance abuse and mental health authorities and a parent of an at risk student. The council may also include a representative from law enforcement, business, government, PTA, etc.

GOAL

To decrease risk factors for children and their families by developing interagency partnerships to restructure, develop and implement comprehensive school-based services.

CASE MANAGEMENT TEAM

There is a Case Management Team in each participating elementary school. This interagency team must include the following individuals: A principal and teacher, a school psychologist, or social worker, representative from the local Department of Human Services including Office of Family Support and Social Services, a representative from the local mental health center, the school nurse and a public health nurse if the school nurse is not employed by the local health department.

GOAL

To decrease risk factors for children and their families by conducting individual needs assessments and goal-setting, ensuring that needed services are delivered, monitoring and fine-tuning services and encouraging the child and family to take an active role in this continuous process.

In addition to these minimum requirements the RFP had to show interagency commitment to the implementations of the RFP as well as services to be offered district-wide as well as at individual school sites based on identified needs of the individual site. Review of the RFP's produced 8 districts and 36 schools who were chosen to be involved in the project. As the programs were reviewed for the 1991-92 school year, a summary of program provisions for student and families included:

EARLY INTERVENTION FOR ENSURING STUDENT SUCCESS

SUMMARY OF SCHOOL-BASED SERVICES

- Interagency coordination at the school level
- School-based health services
- Family intervention and counseling
- Parent training and support systems
- In-class prevention and remediation
- Social skills and self esteem training
- Before and after school latch key programs
- Family literacy
- Food and nutrition assistance
- In-home service
- English as a second language
- Summer and inter-session activities

BENEFITS TO CHILDREN AND FAMILIES

- Decreased referral to more costly categorical programs: Special Education and Chapter 1
- Low achievers become average to high achievers
- Increases in math and reading scores
- Increases in parent/child interactions; internal and external to the school environment
- Decrease in socially inappropriate behaviors for both acting out and withdrawn children
- Increased parent satisfaction with the school
- Increased understanding of agencies' roles, commitment and coordination

KEY EFFICACY CHARACTERISTICS

- Principal commitment and leadership
- Integrated case management teams
- Integrated service delivery
- Client centered services

THE FUTURE

Due to the overwhelming success of the project determined by administrators, teachers and parents, as well as other educators' observations who are familiar with the project but are not involved, it was determined in the Fall of 1992, that Health, Education and Human Services agencies would return to the 1993 Legislative session to request additional funding to increase the scope of the project. The request is to add a hospital-based "Healthy Start" program which identifies target families and babies at risk at birth for abuse, expand the existing K-3 program to K-6, and include 115 additional schools in the project. Another component that was funded separately but is now included in the request as a part of the seamless transition from birth to graduation, or to age 22 students with disabilities, is the concept of Local Interagency Councils on a

district or regional level to meet the needs of students/adolescents and their families who have been through the agencies and are not receiving the services needed in order for them to stay in school and be successful.

It is the hope of the agencies involved that this program will be funded as requested in order to offer districts / schools across the state the interagency cooperation and provide service to at risk students and their families to enable them to be healthy emotional and physically as well as academically prepared as they move through the educational system in our state.

For further information regarding the Early Intervention for Ensuring Student Success Program contact:

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EARLY INTERVENTION FOR ENSURING STUDENT SUCCESS PROGRAM GRANTS

ABSTRACTS SUMMARY

Following are abstract summaries of the Early Intervention for Ensuring Student Success Program grants that were funded during FY 91-92.

DAVIS SCHOOL DISTRICT

Project Title: **PROJECT PRIDE**

Project Director: Betty Spencer
Project School: Whitesides Elementary / Lincoln Elementary / Doxey Elementary / Wasatch Elementary

Project Summary:
A major truth learned during the current educational reform movement is that schools cannot function autonomously. The educational crisis reaches beyond the classroom walls, and the limited budgets earmarked only for education cannot solve all problems. To make significant, lasting changes, schools today must join forces with government agencies and the community to effectively achieve quality of life goals.

The key to success is the establishment of an effective intervention system which: (1) coordinates educational, health, and human services, (2) pools information, and (3) shares resources. The functioning early intervention program at Wasatch Elementary will now be expanded to five additional Davis County schools. They share the common philosophy, as do the participating agencies, that educational and governmental organizations should collaborate to identify and meet the needs of the individual child within a family unit. As a result they will be able to function more effectively in their community.

The purpose of Project Pride is to provide an integrated, multi-agency, multi-school program for K-3 at risk students and their family members directed toward building self-esteem, improving academic achievement, strengthening family unit values, raising health standards, and improving quality of life.

The model will consist of:

- The at risk child and their family--identified as being most in need of services.
- A coordinating council for planning, development and evaluation of program design, structure and outcomes.

- A program coordinator to ensure the collaboration of the six schools, agencies, and personnel involved.

- A case management team at each school site to assess student and family needs, prescribe services, and review outcomes.

- Purchased, in-kind and volunteer services after school and during summer and off track time to provide academic growth, appropriate role modeling, problem solving techniques, self esteem, and improved parenting skills.

GRAND SCHOOL DISTRICT

Project Title: **RED ROCK STUDENT SUCCESS PROGRAM**

Project Director: Maer Folsom
Project School: Red Rock Elementary

Project Summary:
The goal of the Red Rock Student Success Program is to make a positive contribution to those children and families who are considered to be at risk in Grand County. The whole concept of at-risk is not easy to define. While there are some external characteristics that point to multi-problem families there are many children and families who don't show up quite so easily. Although it may be considered a cliché, it is true that united we stand divided we fall, and so it is with programs designed to attempt to impact high risk families. Given the historical disappearance of the extended family and other support systems, the service providers of a community must step up and provide help. We are proud to accept the challenge of the State Council of At Risk Children and Youth and we believe we have designed a program that not only provides support but prevention and intervention services as well.

In tackling the diverse problem of at-risk families and children we have chosen to expand the services available in Grand County. The current proposal has been worked out by the Coordinating Council and at the end of August we hope to establish regular meeting times for our Case Management Team. We found in putting our heads together that we in Grand County are doing more than we thought for at-risk children and families, although we have admittedly lacked the structure to integrate all of the services. We feel that the structure of the Coordinating Council and Case Management Teams will improve our success in helping at-risk children and families meet their health, educational, social, recreational and economic goals.

The Structure and Components of the 1991-92 Red Rock Student Success Program include:

1. Coordinating Council - Oversees the activities of the program.
2. Case Management Team - Assesses family needs, makes individual plans.
3. Health Screen - Physical exam and health access assessment.
4. Social Skills Classes - For children who demonstrate a need.
5. Social Skill of the Month - School wide prevention program.
6. Buddy System - High school volunteers spend time with children.
7. Early Intervention Parenting Class - Parents with children birth to four.
8. Nurturing the Family - Nurturing course, parent/children 4-12.
9. Navajo Aide - Classroom assistance for Navajo students.
10. Snack Program - Nutritious snack cache for hungry children.
11. Summer Camp - Unique opportunity for disadvantaged children.
12. Community Recreation Fund - Recreation fees for disadvantaged children.
13. Day Care/After School Care - As recommended by Case Management Team.
14. Back-to-School Nights - Special effort to involve at-risk families.
15. Reading with Children - Increase parent/school contact.
16. Art with Children - Art classes for families in the program.
17. Home Visit Program - Home visits for excessive absenteeism.
18. Consultation with H.M.K. - Focus on at-risk 4th, 5th & 6th graders.
19. Identification of Emotionally Disturbed Children - Education & training.
20. Discretionary Fund - To meet unforeseen specific family needs.
21. Reading Recovery - Designed to bring students up to grade level.

IRON SCHOOL DISTRICT

Project Title: **IRON COUNTY EARLY INTERVENTION**

Project Director: Don Anderson / Scott Sorenson
Project School: Cedar North Elementary / Enoch Elementary / Escalante Valley Elementary

Project Summary:

Cedar North Elementary School projects enrollment of 475 students, Enoch Elementary school will have 380 students, and Escalante Valley Elementary School will have 115 students. All three schools have high concentrations of At Risk students, and have been selected to receive the services of this project. Though school is not in session through the summer, services will be provided on a year-round basis to prompt and support families to continue improvements started during school months. Many students "forget" over the summer months.

Representatives of the Health Department, Social Services, Mental Health, the schools, and law enforcement are committed to organize a county-wide coordinating council for this project. The coordinating council will develop interagency partnerships to restructure, develop, and implement comprehensive and effective school based services for children at risk of academic, social or familial failure. Fifty "at risk" students and their families will be targeted from the three schools.

Each participating school will establish a case management team to conduct individual needs assessments and goal setting, ensuring that needed services are delivered. The case management team will include the school principal, a teacher, school nurse, school psychologist and representatives from each community agency. A Human Services School Specialist will be employed at Social Services to provide clinical consultation and services. A support technician will coordinate the activities of the communities. A half-time Mental Health Clinical Specialist will be employed to provide psychological evaluations, case consultation and staffing, and outpatient therapy. Psychology students from Southern Utah University will be employed as family advocates. Students in each school will be trained and assigned to work as "peer-buddies." In-home services will provide videos, learning packets, developmental manipulatives, books, etc., for At Risk children whose parents are unable or unwilling to participate in community based training activities.

Children's health will be carefully considered by each committee and a plan developed to assess and follow up on health needs of each At Risk student.

JORDAN SCHOOL DISTRICT

Project Title: **STUDENT / FAMILY SUCCESS**

Project Director: Bridget Feighan
Project School: Midvale Elementary / Copperview Elementary / Sandy Elementary

Project Summary:
The Student / Family Success Program involves three schools from the Jordan School District; 1) Midvale Elementary, 2) Copperview Elementary, 3) Sandy Elementary; and the Jordan Resource Center.

The Program within the Jordan School District is designed to be a family-centered service. The program is based on the following principles:

- The family is the service unit.
- The families' own system is central to the way in which services are designed and implemented.
- There is recognition of the family as the center of problem solving.
- Services make maximum use of the family's own resources.
- Parents have the power to make decisions and remain in charge.

The parent's role in decision making for the Student/Family Success Program is critical for success.

The Student/Family Success Program has been designed as a result of a comprehensive needs assessment completed during May of 1991. The information compiled from the parent survey and three meetings with the Coordination Council serves as the foundation for targeting needs in the community. The partnership between Health, Education, and Human Service agencies has been an exciting process. The targeted at risk children in grades K-3 and their families will be able to form positive attitudes and behaviors regarding health, and will be able to achieve social and academic success.

Based on the Student/Family Success Survey and Coordinating Council recommendations, a comprehensive program targeting the following areas has been designed:

- Parental Role
- Academics
- Dental Health
- Medical Health
- Mental Health
- Nutrition

The Student/Family Success Program is centered on the premise of utilizing the local school building, so that our families can maximize resources in the local community. Three Parent Fairs are proposed during the year at each of the three targeted schools. The Parent Fairs will last for three hours in the evening and pool the multiple agencies and local community resources together in the school building. As indicated in the Student/Family Success Survey, 384 families indicated that they would be interested in learning more about the following services: Community Health Centers, Social Services, Welfare Services, Jordan Family Education Center, Risk Hot-Line, South Valley Mental Health, Head Start Program, Salt Lake County Health Department, Community Action Program, Family Support Center, and Church Assistance. These agencies will be available during Parent Fairs to answer questions, discuss concerns, and complete applications for services etc.

The Student/Family Success Program is centered on the premise that knowledge and expertise in the local community resources is critical for success. In consideration of personnel requirements for the grant, importance was placed on employing individuals already functioning in the community in their specific role. The Instructional Management Aides will be Jordan District aides that have previously worked in the three targeted schools, and are knowledgeable of local resources and local families. The Family Health Workers will be employees of the Head Start Program within our local community. The part-time positions would entail the same family health worker responsibilities, but extend services to Kindergarten through third grade. It is hoped that the nursing positions as well, will maximize local community experience as part of the selection process.

In summary, the Student/Family Success Program is designed to be a "family-centered service". It is based on the premise that utilizing the local school building maximizes our families' access to resources within the local community. The Program is also based on the premise that knowledge and expertise in the local community is critical for personnel dealing within the targeted schools.

PROVO SCHOOL DISTRICT

Project Title: **PARTICIPATING PARTNERS**

Project Director: Nancy Passaretti
Project School: Franklin Elementary / Maeser Elementary / Sunset View Elementary / Timpanogos Elementary

Project Summary:
Whether or not we in the education community are prepared, the responsibility for addressing more and more family societal problems is being handed to the schools. We cannot do it alone. Because the home, community, and the school are the major influences in developing the child, it is vital that any program that attempts to change At-Risk factors needs to involve and coordinate all environments.

As a result of the project's positive impact on the 60 identified families, proposed activities for 1991-1992 will be expanded to address more needs of the families (bilingual, literacy, staff building, nutritional and greater correlation between agencies, the families and the community. Stronger emphasis will be placed on the Mobil Demonstration Van and on the Mentor/Support families. The four schools (Maeser, Sunset View, Timanogos and Franklin) will continue with the peer tutoring and expanded team meetings. The project will enlarge the community inter-agency council to include more community agencies that work with families. Continued parent training, (Spanish as well as English), in the individual schools as well as at PERC, will be offered with incentives to encourage participation.

This year part of the administrative salaries are being funded by district Chapter 1 monies as three of the schools qualify under these guidelines. Three of the schools are year round and services will continue throughout the year. Franklin will provide breakfast and lunch program during the summer and these families will be invited to all activities held during the summer. The individual schools are committed to continuing the focus that has been made possible with the SEP and the expanded team concept. The city has continued supporting the Parent Education Resource Center which provides materials, workshops, and acts as an information center for parents which is available year round.

The enthusiasm generated by the Participating Partners grant has set wheels in motion to secure funding and commitment for further years of services to At Risk families!

WE FEEL STRONGLY THAT BY EMPOWERING THE PARENT WE IN TURN EMPOWER THE CHILD

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **PROJECT HOPE**

Project Director: Nano Poldolsky
Project School: Nibley Park, Lincoln, Whittier, Parkview, Jackson, Mountain View, Hawthorne and Meadowlark

Project Summary:

PROJECT HOPE demonstrates the joint commitment of eight Salt Lake District Elementary Schools to form collaborative partnerships with community agencies to develop and implement comprehensive school based service for at risk youth in grades K-3 and their families. Its intent is to more efficiently use as well as augment existing resources and to establish non-traditional ways of organizing and operating both prevention and treatment strategies that are developmental and centered on total needs.

The PROJECT HOPE consortium includes Nibley Park, Lincoln, Whittier, Parkview, Jackson, Mountain View, Hawthorne and Meadowlark. Of the eight schools, five are designated Chapter 1 (Lincoln, Whittier, Parkview, Jackson, and Mountain View), which means that a significant proportion of students in these schools are educationally and/or economically disadvantaged, having "identifiable needs which hinder their academic progress". The other three participating schools, Nibley Park, Meadowlark and Hawthorne, are located in neighborhoods which are in transition from being stable communities to becoming rental areas with an increase in the number of families approaching poverty level who have social problems, and lack parenting skills, community pride and educational commitment.

PROJECT HOPE utilizes the resources of Health, Education and Human Service agencies to coordinate and manage a network of prevention, support, and intervention services. A central plan, outlining services common to all eight schools, is combined with school-specific activities, that are based on assessed needs of local communities. PROJECT HOPE strategies include, but are not limited to, coordinated health services, healthy lifestyles education, nutritional programs, peer tutoring, before and after school programs, parenting education, home visits, and professional staff development in critical areas.

PROJECT HOPE has a two-tiered organizational structure. The Central Coordinating Council, consisting of policy-making representatives from a broad range of local health, school and human service organizations, guides program direction and collaboratively designs and delivers needs based services. At the site level, the PROJECT HOPE Steering Committee/Case Management Team has three responsibilities: 1) to oversee program implementation, 2) to ensure that targeted students and families have access to needed services, and 3) to maintain linkages with the Central Coordinating Council.

Top-down support for PROJECT HOPE exists within the District, and cooperative partnerships with numerous district-level departments, local and state agencies, and businesses have been established. Commitment to establish common goals, pool resources, jointly plan, implement, evaluate services and procedures, and take joint responsibility for results, is demonstrated by Central Coordinating Council participation and in the letters of support.

A combined effort involving agencies willing to work together to the same end can result in impressive benefits for students and their families. With its commitment to ongoing planning, assessment and restructuring, PROJECT HOPE presents powerful possibilities for positive change through a collaborative, community-wide system of health, education and human services.

TOOELE SCHOOL DISTRICT

Project Title: **GRANTSVILLE ELEMENTARY TRANSITION PROGRAM**

Project Director: Cleo Riggs
Project School: Grantsville Elementary

Project Summary:
As Grantsville Elementary educators, we recognize that children value themselves to the extent that they have been valued. We think each child is of great individual worth. We believe therefore, that we exist for the personal development and well-being of each child. Further, we claim the responsibility of establishing an atmosphere where each child will observe and actively participate in lessons on basic moral values, tolerance, and recognition of others; their talents. ideas, and unique qualities. We, also, declare that each child deserves and will receive the highest standard of academic excellence that we can provide. We believe that children educated and nurtured in this atmosphere will develop into caring, confident, young Americans, who will ultimately exhibit the values of integrity, service, patriotism, and self reliance.

The transitional first grade class will continue for the 1991-92 school year. Children who are screened and identified will be placed into this classroom where those who are immature developmentally, socially, emotionally, and/or physically will receive the extra time and developmentally appropriate curriculums, practices and enrichment activities needed for their individual growth cycle to reach maturity.

Likewise, it is the intent of the committee to focus on at-risk children in grades K-3 by giving them individualized academic, emotional and social skills through group individual, family, and community interaction. These interactions will take place with teachers, parents, tutors, social workers, public health nurses, selected high school student leaders, and resource specialists, i.e. police officers, athletes, etc. An intensified reward system based upon academic and behavioral progress will be utilized to underscore their success.

A case management team has been organized with representatives, from the Office of Social Services, Family Support, School Counselor, regular and special education teachers, and school principal. Services will be intensified for the purpose of this grant. Particular attention will be paid to identifying "at-risk" children and parents. Assessments will be conducted on all students identified as "at risk" with severe medical and emotional or academic needs. We will conduct health evaluations to determine the child's and family's needs and current access to ongoing health care. A record or file of health and emotional needs will be prepared with input from parents and all professional personnel needed to organize and implement an effective, comprehensive plan that utilizes each agencies specific resources. Emphasis will be given to health screenings, immunization clinics, and follow-ups for all "at risk" children. Social skills and the Nurturing Parenting Program will continue to be taught to parents and children through a small group process. In-home service including health care assessment, and regular counseling sessions, and regular parenting skills development sessions, will be available through the school. Where the need is identified and parents concur, a youth advocate (teen friend) will be assigned to an "at risk" child.

We project at least 70 students (35 teenage and 35 elementary age) will participate in the "Teen Friend" program. Individual, small group and total group activities are planned. We anticipate one total group activity per month and at least one special field trip this year.

A Summer Enrichment Program has been developed. It is scheduled for six weeks and will involve 20 students. Classes will be held 3 days each week. Two days each week are designed for academic enrichment, the third day in each week will be spent on excursions to Salt Lake City. We have planned opportunities that provide each student with cultural, scientific and recreational activities.

We as a committee, are aware that a sister school coordinating activities is a goal of the State, but because of distances between schools (at least ten miles) and coordination of personnel, this is not possible for us at this time. However, we as an elementary school, do coordinate activities with our local high school students and enjoy involving them in our in school and after school activities.

WEBER SCHOOL DISTRICT

Project Title: **WEBER COUNTY EARLY INTERVENTION**

Project Director: Dave Mullen
Project School: Consortium schools are: Polk, Country View, Lakeview, Roy, Washington Terrace, Pioneer, Lynn, Lewis, Hillcrest, and Lincoln Elementary schools

Project Summary:

This proposal requests funding for the restructuring of health, social, and educational services within Weber County, and for a service delivery system that is school-based. Reviews of specific problems facing at-risk children and their families in Weber County, and of services available to meet those needs, resulted in a decision that existing services must be restructured, and efforts must be collaborative in nature (i.e., involving actual changes in policies and procedures) to avoid existing roadblocks.

Ten school buildings, five in Ogden City and five in Weber County school districts, have been selected to pilot this effort. The project will be guided by a Coordinating Council whose members include representatives from pertinent agencies throughout the county, and who have the interest and authority to alter existing procedures to facilitate change.

Objectives will be carried out by case-management teams in each of the ten buildings. Criteria used to select the ten schools includes needs assessment data, as well as each school's ability to demonstrate a building-wide commitment on the part of the administrator, faculty, and staff to go beyond the basic requirements of the project and initiate activities congruent with the themes of early intervention and community outreach.

Each building plans a variety of activities to carry out the themes. However, there has been a consensus among all involved that the primary roadblock, and, hence, the request for funding, deals with limited or non-existent health and human services available at the school building level--where 100% of the target population can be found five days a week.

This project, then, involves methods by which at-risk students K through grade 3 can be identified. Once identified, each child will have their academic, health, and social-emotional needs assessed. Plans will be made to meet each need identified, and progress will be monitored to insure success. The overall plan is characterized by a high level of individual responsibility on the part of case-management team members for each referred child. The plan will be carried out amid school environments in which a wide variety of supplementary activities will be occurring to facilitate the work of the team.

EXPERIMENTAL and DEVELOPMENTAL PROGRAM

ALLOCATED

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"Each student should be educated and challenged to reach his or her potential. Every student needs a variety of educational opportunities. Parents, schools and communities should share the right and responsibility of identifying, educating and acknowledging students. Some students, because of their gifts and talents, require differentiated curriculum. All talents should be equally recognized. Experimental and Developmental funds make this possible."

Robert Hanson, Superintendent, Carbon School District - 1993

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EXPERIMENTAL AND DEVELOPMENTAL PROGRAM

ALLOCATED

BACKGROUND:

The 1991 Legislature, acting upon a USOE Finance Committee recommendation, created the Experimental and Developmental Program by consolidating the funds from the following reform programs:

Productivity
Outcome-Based Education (OBE)
Year-Round Schools and Effective Facility Use (YRS/EFU)
Technology Instruction
Promoting Excellence & Efficiency in Public Schools (PEEPS)

The pooling of these funds produced a $4,015,100 balance for the 1991-1992 Experimental and Developmental Program.

- 25% of the funds were designated by the USOE for statewide programs that have Experimental and Developmental implications
- 25% of the funds were available for competitive grant applications from districts
- 50% of these funds were sent to districts on an **allocation formula**

STATEWIDE PROGRAMS:

Of the total Experimental and Developmental Program funds, $950,000 were appropriated for legislative and statewide initiatives:

- **$100,000 for programs to improve the efficiency of classified employees** in the public schools. This program is administered by Robert Petersen, of the USOE's School Finance Section, with the assistance of an advisory committee.
- **$150,000 for planning, development and implementation of a 200-day school year.** These funds were allocated to Ogden School District to operate a 200 day school schedule in the Lincoln, Lynn and Taylor elementary schools for the 1992-1993 school year.

- **$100,000 to promote and teach the value of free enterprise economic system to public school students.** These funds are integrated into the operational budget of the USOE's Division of Vocational Education under the direction of Julie Felshaw.

- **$400,000 for the Nine District Consortium** to be used by the participating districts for planning and implementation of secondary school restructuring.

- **$150,000 for the Utah Center for Families in Education.** These funds were used for the first year of operation of the center under the direction of Gary Lloyd. Specific activities of this center have included: Family Involvement Conferences, Family Edinfo Hotline, 12 pilot schools, publications and communications efforts.

- **$50,000 for a National Geographic Project.** This project matched the funds provided by the National Geographic Society in order to fund a state-wide teacher training program and district in-services to strengthen geography instruction in Utah's K-12 classrooms.

- **$80,000 for a Reading Recovery program in Salt Lake District.** This project will expand upon the NDN nationally validated program within Salt Lake District and enable the schools to train additional staff and serve as a training and demonstration site for other districts.

- **$35,000 for a Vocational Summer School Program** for students from the SEDC service region.

ALLOCATION PORTION:

Fifty percent (50%) of the legislative appropriation of Experimental and Developmental funds was distributed to school districts to be spent in the area of experimental and developmental programs. A number of districts channeled the funds in an appropriate manner and created mini-grants or utilized the funds in larger district-wide experimental and developmental efforts.

Of the $2,007,553 available in district allocated funding, $548,556 or approximately 25 percent (25%) was carried over to 1992-1993. Several districts spent none or less than $1,000 of the allocated funds.

Districts reported on their projects in a year-end report for 1991-92. These summary reports are included on the following pages.

CURRENT STATUS:

The 1992 Legislature changed the plan for distributing Experimental and Developmental funds by moving the 25% that would have been available for competitive projects into the allocation formula for districts. Thus, the status of the **1992-1993 program** is as follows:

- 75% of experimental and developmental funds flow to districts via **allocation**.
- No funds are available for competitive projects.
- 25% of the funds are directed to be utilized for statewide projects.
- Year-end district reports will be requested in Fall 1993.

For further information regarding the Experimental and Developmental Program contact:

Harley Paulson, Education Specialist
Project Assistance Services Section
Utah State Office of Education
(801) 538-7826

EXPERIMENTAL AND DEVELOPMENTAL PROGRAM

ALLOCATION GRANTS

ABSTRACTS SUMMARY

Following are abstract summaries of the Experimental and Developmental district projects funded from allocation grants during 1991-92.

ALPINE SCHOOL DISTRICT

MINI GRANTS

Local school mini-grant projects were granted this year. Each school was given a specific amount of money for which they could make application. Projects had to be curriculum focused and improvement oriented. The following are mini-grants funded for FY 91-92 from Alpine School District:

ALPINE ELEMENTARY

Project Title: **INTEGRATING READING AND WRITING ACROSS THE CURRICULUM**

Project Director: Cheryl Dominguez

Project Summary:

The Alpine staff will develop a framework for themes in education based on the ACE. A monthly theme will be assigned and students will read and respond in a variety of methods involving higher order thinking skills. Each theme will be developed and evaluated and available for dissemination.

BARRATT ELEMENTARY

Project Title: **HISTORICAL TECHNOLOGY**

Project Director: Sara Hacken

Project Summary:

We are researching and writing problem-solving activities for every unit in our Fifth Grade American History Curriculum. A unit was written on Architecture which was funded by the Utah Humanities Council. Units are being written on Navigation and Orienteering to complement the units on Explorers, and the Lewis & Clark-Westward Expansion. Another unit is being written on Child Labor to supplement the Industrialization. We purchased darkroom equipment from Alpine Elementary. We also had a drawer of type donated to use in our Revolutionary War unit when we "hand set" and printed the Declaration of Independence.

CASCADE ELEMENTARY (BYU PARTNERSHIP SCHOOLS)
Project Title: **ACTION TEAM RESEARCH**
Project Director: Lori Miller / John Burton

Project Summary:
The Alpine/Barratt/Cascade/Highland/Manila/Northridge and BYU Elementary Partner Schools will create action research teams that will focus on the effectiveness of current practice. Collaboration among partner schools in the district will be promoted. Research teams will be trained and research results will be disseminated.

LAKERIDGE SCHOOL and OREM JR. HIGH
Project Title: **SECONDARY PHYSICAL EDUCATION**
Project Director: D. Lings, G. Padfield, H. Pellet

Project Summary:
Strategies, teaching units and curriculum for physical education/movement fitness will be developed for trACE. There is currently nothing available for the instructors.

LEHI JUNIOR HIGH
Project Title: **STUDY SKILLS**
Project Director: Glen Clark

Project Summary:
Development of Study Skills Curriculum for grades 7-9. Reading skills will be addressed in a comprehensive manner. Parental involvement and training will be stressed. These strategies will complete the project so vital to Lehi Jr. High.

NORTHRIDGE SCHOOL
Project Title: **ENHANCING READING**
Project Director: S. Safford / J. Bewick

Project Summary:
Selected books, materials, supplies, art, music, crafts, teaching aids, and other related and enriching experiences concerning a particular theme or subject will be accumulated in kits. The primary purpose is to encourage students to read more about specific subjects. The kits could be a complete unit or augmented and expanded for more indepth study. A parent involvement component is also included.

NORTHRIDGE SCHOOL
Project Title: **MIDI KEYBOARD LAB TECHNOLOGY**
Project Director: Al Huish

Project Summary:
A 24 station piano keyboard lab and 24 station MIDI lab will be in place at Northridge. Software and Inservice will be purchased with this grant.

OREM HIGH SCHOOL
Project Title: **CLASS (Computer Language Arts Strategies)**
Project Director: Tina Howard

Project Summary:
Teachers from grades 3-12 will write two lessons per writing mode identified in ACE and the State Core. A total of 80 lessons will be written. The lessons will include computer components appropriate for use in writing labs. Authentic benchmark student samples were included in each strategy.

OREM, MOUNTAIN VIEW, AND AMERICAN FORK HIGH SCHOOLS
Project Title: **VOLUNTEER READING PARTNERSHIP**
Project Director: Tina Howard

Project Summary:
Students will be provided intensive reader response on written papers for English Classes through the BYU College of Secondary Education. A teacher coordinator in each school will arrange and transport the packets to readers. Training will be given to staff and readers.

PLEASANT GROVE JUNIOR HIGH SCHOOL
Project Title: **MEDIA PRODUCTION LAB**
Project Director: Ann Moon

Project Summary:
The project would involve the development of a media production lab using a Macintosh computer with PageMaker and Adobe Photo Shop. Teacher inservice and student inservice are a major component of this grant.

SCERA PARK
Project Title: **READING REVIVAL**
Project Director: Bonnie Haacke

Project Summary:
The second grade team will develop units consisting of fifteen literature books and activities relating to each one and correlated with the ACE. There will be a strong parent involvement component to each unit developed.

SHARON ELEMENTARY
Project Title: **AT RISK KINDERGARTEN**
Project Director: Bonnie St. John

Project Summary:
Students will be tested and selected to participate in a program promoting literacy strategies. The curriculum will immerse the children in books creating a literature environment. The teacher time is donated. The $800 is primarily going for books and tapes to initiate the program. Parental permission will be obtained prior to testing and placement in the program.

SHARON ELEMENTARY
Project Title: **ACCELERATED SCHOOL PROJECT**
Project Director: Daniel Adams

Project Summary:
The accelerated school project is a developmental program designed to accelerate the low-achievers within the school. This is an effort to create a learning environment characterized by high expectations, unity of purpose, school site empowerment and building on strengths of staff, students, parents and community. A steering committee will be formed. A teacher assistant team will support the process. Each student will have an SEP and a parent student center will be established to assist parents one night a week with counseling, homework help and check out of learning activity materials.

WESTMORE ELEMENTARY
Project Title: **MODEL SITE SCHOOL**
Project Director: James Melville

Project Summary:
Westmore faculty members would become trained in all components of trACE, laser disc technology, and various strategies that will enhance teaching in Alpine School District and the state. Visitors could see hands on teaching at a school site and visit with the teachers in their own classrooms about the various technology tools.

BEAVER SCHOOL DISTRICT

Project Title: **MY WRITING PROJECT / POSITIVE ACTION PROGRAM / H. S. JOB PLACEMENT PROGRAM**
Project Director: Nicholas Dotson

Project Summary:
1. **My Writing Project**: Each district staff member (K-12) was trained and provided with a set of transparencies for the implementation of the writing project. Each student throughout the district was provided with a copy of the My Writing Booklet.

2. **Positive Action Program:** We purchased the Positive Action program and implemented the program in all elementary schools. Results show a very positive impact on actions of these elementary students and superior reports from the staff.

3. **High School Job Placement Program:** The program provides vocational guidance, tracking and placement services to students in both high schools through Job Coordinators. This program between Beaver County School District and the Utah Department of Employment Security helps in setting appropriate career goals.

4. **Extended teacher contracts** for two teachers, therefore providing curriculum offerings that would not otherwise available to students.

5. **Provide funding for staff** to attend training activities to enhance programs and in return train additional staff within District such as: My Writing Project.

6. **Implement automated library system** (Dynix) in both high schools.

7. **Provide salary for technology specialist** to assist in the technological needs of district.

BOX ELDER SCHOOL DISTRICT

Project Title: **BOX ELDER SCHOOL DISTRICT SECONDARY BACKBONE PROJECT**

Project Director: Nicholas Dotson

Project Summary:

The Box Elder School District's Experimental and Developmental program allocation for 1991-92 was utilized to complete the wiring and installation of building-wide computer networks for all classrooms in both the Bear River and Box Elder High Schools. This major project consumed the entire district allocation for 1991-92 and was used in conjunction with other ETI funds, regular equipment funds, and private donations to the Box Elder District Foundation. Through this project, teacher and students are gaining access to a network of computer services for instruction, grade reporting, attendance and data processing. As additional ETI and equipment funds become available computer stations will be added to the network established through this allocation. The specific uses of the funds of the experimental and developmental funding includes salaries and benefits for wiring and equipment installers, for supplies and materials, file servers, software, wire, fixtures and related technical equipment.

CACHE SCHOOL DISTRICT

Project Title: **EXPERIMENTAL AND DEVELOPMENT PROJECT**
Project Director: Stephen Zsiray

Project Summary:
The project activities focused on two major areas: 1) ODDM Consortium, and 2) ETI Program.

The Cache County School District utilized its allocation of 1991-92 Experimental and Developmental funds for four major projects. First, the district used funds to support the continued ODDM participation of teachers and five of their schools to include training, instructional materials, on-site consulting, attendance of the rural schools conference and stipends for district work and attendance at the National OBE Conference. Second, funds were used to support the ETI program. Due to state cutbacks on the initial four-year district ETI plan, the decision was made to continue with the original plan and use other available funds when at all possible. Thus, experimental and developmental funds were used to support additional inservice training and to purchase instructional supplies and equipment for the ETI. Specifically, experimental and developmental funds were used to provide stipends for teachers, purchase supplies and equipment, to purchase a large amount of technology including CD-ROM drives, networking technology and computer software. Third, the Cache District used approximately 10% of its funds for a middle school Cross Curriculum Program. Specifically, funds were used for inservice training, materials, development and printing. Finally, the Cache District used approximately 5% of its allocation to support the administrative software, teacher training and support for their Year-Round Education Program.

CARBON SCHOOL DISTRICT

Project Title: **GIFTED AND TALENTED RESTRICTED PROGRAMS**
Project Director: Karen Houser

Project Summary:
Carbon School District used funds from Gifted and Talented Restricted programs and Experimental and Developmental Programs to implement a district wide program to serve gifted students. This program began with a series of planning meetings involving representatives from each school. A district plan with a mission statement and goals were determined.

DAGGETT SCHOOL DISTRICT

Project Title: **DEVELOPING TEACHER TRAINERS IN THE USE OF MULTI-MEDIA TECHNOLOGY**
Project Director: Gerold Erickson

Project Summary:
All teaching staff received 30 hours of inservice in the use of technology in the classroom including: computer assisted instruction, use of CD-ROM, Laser technology programs, use of data smart monitors, and various classroom applications of the computer.

Teachers received inservice in the district curriculum alignment program "TM Target Align" which aligns our specific textbooks to the CORE and standardized tests. Alignments completed were for Language K-6, and Algebra in the high school. "TM Target Teach" enables teachers to identify which objectives are Core tested, which are Stanford 8 tested, which are neither, or both, and alerts teachers to all objectives which are tested but not in the text materials. The TM Target Teach program provides comprehensive reports to teachers, students and parents.

DAVIS SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL EVALUATION**
Project Director: Claudia Seeley

Project Summary:
These funds are enabling the District to accomplish two major goals: hire third party evaluators for special projects and hire consultant help for improving personnel evaluation processes. For example, the Board granted permission for one Jr. High to pilot the use of Channel ONE programming last year. This was a controversial topic in the district because several schools had expressed an interest in using Channel ONE, districts around Davis had made different decisions as to its use, and there were many uncertainties as to its potential education benefit. Several other evaluation projects of this nature are in on-going evaluation mode or in the planning stages: an evaluation of the soon-to-be implemented Davis Course of Study, an evaluation of the Davis District Strategic Plan and Action Plans, evaluation of the implementation of Cooperative Learning, and further evaluation of the Davis District Elementary Report Card and how it is impacting decision making and use of instructional strategies with teachers. Funds remaining will pay for the consultants and supplies necessary for these projects.

DAVIS SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL STAFF DEVELOPMENT**
Project Director: Claudia Seeley

Project Summary:
Three major activities are supported by this funding. The participation of several district administrators and teachers in a new, advanced coaching program was partially funded. The outcome is the addition of a thinking, decision making component into our peer coaching and mentoring models, which previously were behaviorally based. Because of this funding, several staff members are in the position to become district/state trainers in the new Cognitive Coaching processes. The second group of activities includes extensive training of our administrative staff in due process procedures and personnel remediation. Planning has been completed for this component, with the major training agenda to unfold during principal's meetings and other seminars during the 92-93 school year. The third major effort is to join a consortium of districts and the Utah Principals Academy in purchasing the rights to use three new NASSP administrative training programs including: Mentoring and Coaching: Developing Educational Leaders, a program to build mentoring skills and create district coaching implementation models for administrators; Let's Talk a program to assist administrators in using oral communications in making leadership decisions, and From the Desk of..... a program to assist administrators in improving written communication skills. Purchase of the rights to these programs allows us to do on-going training with greatly decreased trainer and materials costs.

DAVIS SCHOOL DISTRICT

Project Title: **STAFF COLLABORATION**
Project Director: Ann Keller

Project Summary:
A portion of funding was used for in-depth training in collaboration for 200 teachers . Specifically, five excellent teachers were identified at each school in Davis District by principals and became part of a special corp of teachers available as needed to offer support and assistance to new teachers and also to act as consultants to veteran teachers experiencing difficulty.

This trained pool of mentors (over 200) are available as a resource for the District and principals to act as mentors/coaches with other teachers. Each is given a $100 stipend and one inservice credit for taking two days of training in coaching strategies and philosophy. The training is taking place over the summer and approximately half the participants have already been trained.

DAVIS SCHOOL DISTRICT

Project Title: **SITE-BASED COMPETITIVE GRANT PROJECTS**
Project Director: Ann Keller

Project Summary:
A portion of the allocated funds has gone to fostering of innovation and creativity in the local schools. This was accomplished by implementing a competitive grant process in which any teacher or principal could submit a proposal for a local school project. Of the 42 proposals received and reviewed by the committee, 20 were funded.

The grants have been monitored by the project director, and have included funding for supplies and materials, inservice training, equipment, and professional and technical services. Each school project has had a final narrative report submitted detailing the activities and outcomes resulting from funding.

Because of the success of this method of distributing the funds in both fairness of opportunity and quality of products, the amount allocated will be increased by a third for the next school year.

DAVIS SCHOOL DISTRICT

Project Title: **CURRICULUM RELATED PROJECTS**
Project Director: Fred Brown

Project Summary:
This portion of the Experimental and Development Grant was allocated and utilized to support the following projects during the 1991-92 school year:

1. Development and production of the K-12 Davis Course of Study, "Curriculum Framework."
2. Development and implementation of curriculum outlines for honors classes in English and social studies grades 7-12.
3. Development of test items to supplement the end-of-level and end-of-course State tests to evaluate process skills and thinking skills in science and math.
4. Restructure school curriculum in each of 6 schools through collaborative curriculum planning by school staff. (Millcreek Jr. High, Northridge High School (new) Central Davis Jr. and No. Layton Jr., Reading and Whitesides Elementary schools implementing middle school configuration, moving into a year round schedule.)
5. Development of a District Strategic Plan.

DUCHESNE SCHOOL DISTRICT

Project Title: **EXPERIMENTAL/DEVELOPMENT PROJECT (OBE)**
Project Director: Larry Abplanalp

Project Summary:
Experimental and Developmental allocation funds were used to support a number of varied teacher and administrators inservice functions. Over 240 people were impacted by attending training workshops or conferences ranging from mentor workshops, cooperative grouping inservice and Math KAMP to foreign language video conference, and trACE inservice.

EMERY SCHOOL DISTRICT

Project Title: **CARRYOVER MONEY FROM 91-92**
Project Director: A. Ernest Weeks

Project Summary:
When it was determined that the experimental / developmental money would flow through to the districts without competitive grants, our administrative council agreed that the district would pass the funding on to the schools through grants. It was agreed that the 92-93 funding, plus any unexpended funds from 91-92 would be available to schools. This would give planning time to expand the funds wisely on well planned projects. We developed a simplified grant form and added some rules to the state rules. Schools are now in the process of writing grants for the 92-93 money, as well as the unexpended funds from 91-92.

EMERY SCHOOL DISTRICT

Project Title: **PROJECT COMMUNICATIONS**
Project Director: A. Ernest Weeks

Project Summary:
The Emery School District, being scattered over a considerable distance, has always had difficulty making timely communications between the district office and the schools, school to school, and with the public. We have tried a variety of processes to solve the problem, none of which have been satisfactory including the mail. We evaluated the situation and determined that technology is now available to solve the problem; namely, facsimile machines. Each school will provide the telephone line. We have even been able to provide a toll free line for Green River. The grant is providing the fax machines for schools not already owning a fax. We will be able to have immediate written communication with no toll charges among all schools and the district office.

EMERY SCHOOL DISTRICT

Project Title: **APPLIED TECHNOLOGY**
Project Director: A. Ernest Weeks

Project Summary:
The district sponsored an Applied Technology Conference for industrial arts teachers to initiate planning toward developing Prep Tech and applied technology type courses in grades 9-12 as part of an under-served area. This was followed up with a visit to the Sevier Valley ATC and visits to Delta, Colorado and Port Hueneme, California. We were allowed to use the state airplane for the visits to Colorado and California.

As a result of these activities, we have a much clearer vision of where we want to go with applied technology and are now ready to develop a master plan for applied technology which we hope to complete by February 1993.

EMERY SCHOOL DISTRICT

Project Title: **WIDE AREA NETWORK**
Project Director: A. Ernest Weeks

Project Summary:
Emery District is participating on a regional basis in a Wide Area Network which will also tie into the International Internet. The WAN will allow the districts in the region to tie into the University of Utah and EDNET through the College of Eastern Utah to make databases available on a world-wide basis. Students will be able to reach out to the world.

This WAN is a first in Utah and will be a model for other states to follow. This will be functional early in the 92-93 school year.

EMERY SCHOOL DISTRICT

Project Title: **INNOVATION CONFIGURATIONS**
Project Director: A. Ernest Weeks

Project Summary:
Dr. Gene Hall provided two days of inservice to all district administrators in how to develop innovation configurations. The concept of innovation configurations is the third dimension of the Concerns-Based Adoption Model. It deals directly with the characteristics of an innovation and what use means when the innovation is the frame of reference. The innovation configuration defines appropriate classroom practice from ideal to unacceptable.

In the two days of inservice administrators were given the basics of how to develop innovation configurations and started to develop a configuration for an innovation in their school.

GARFIELD SCHOOL DISTRICT

Project Title: **CARRYOVER MONEY FROM 91-92**
Project Director: Phillip Blais

Project Summary:
Funds were used to augment the District Strategic Plan. The balance will be carried over to the new year.

GRAND SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATION (OBE) AND CLASSROOM DISCIPLINE**
Project Director: Richard Averett

Project Summary:
Two (2) Teaching Assistants were employed in our 4th-6th Grade Elementary and our 7th-8th Middle School to assist teachers with classroom presentations for below grade level students and for one-on-one assistance for these students. Teachers were inserviced (in conjunction with SESC) in classroom discipline. Continuing inservice is going forward in coordination with the Career Ladder inservice program.

GRANITE SCHOOL DISTRICT

Project Title: **EDUCATION ALTERNATIVES PROGRAM**
Project Director: Briant J. Farnsworth

Project Summary:
In the fall of 1990, we were exposed to a private school called Tesseract where many exceptional instructional theories were being practiced. The theories were directed at making a school "child centered." After seeing the Tesseract School, we had a desire to develop this type of learning environment for students in Granite District.

Canyon Rim and Fremont Elementaries were invited to participate in the project. After careful review and discussion by each school staff, both schools accepted the invitation. These schools have gone through a strategic planning process to give direction to their restructuring effort.

Teachers have consistently made comments about their commitment to this project and the appreciation they have for new instruction skills they are learning.

To make positive behavioral changes in the teaching process is a difficult task. It happens when people want it to happen and are given the needed help to support the change. At Fremont and Canyon Rim Elementaries the change is taking place.

GRANITE SCHOOL DISTRICT

Project Title: **TECHNOLOGY IMPLEMENTATION 5465**
Project Director: Briant J. Farnsworth

Project Summary:
Stepping apart from other more traditional technology developments we organized a small pilot program in Granite School District which we named the Academy of Multimedia. The purpose of this magnet program was to instruct students in the development of educational software using multimedia and authoring software. Students in the program will gain marketable skills while at the same time creating software that has been designed for instructional use in all district schools.

The pilot program involved about a dozen students. The full magnet located at Skyline High School serves nearly sixty students representing most Granite District High Schools. IBM and Allen communications have provided substantial grants in order for the Academy of Multimedia program to go into full operation during the 1992-93 school year.

GRANITE SCHOOL DISTRICT

Project Title: **0UTCOME BASED EDUCATION**
Project Director: Linda Benson

Project Summary:
Experimental/Development funds were used in the OBE project and were spent in the following manner:

- ***Training*** - New schools - training for teachers through development of programs that emphasize what a child can be, not what they can do. Substitutes were provided for teachers to receive training in goals, beliefs, mission statement, school environment and parent communications.
- ***Established Schools*** - Training on instructional strategies in whole language, cooperative learning, language and writing; and PRAXIS workshops/consultants which provide strategies to work with students in the middle to low achievement range so they will be more successful.
- ***Supplies*** - Supplies were provided to schools who have already established an OBE approach to learning
- ***Equipment*** - Computers were placed with teachers to track student programs.

IRON SCHOOL DISTRICT

Project Title: **WIDE AREA NETWORK / RECORDS**
Project Director: Kent Peterson

Project Summary:

1. Supported staff inservice expenses for technology training: substitutes, expenses.
2. Since there is a lengthy turn-around time on the State computer system, Cedar High School will go off line and complete student scheduling at the school. Purchased student records module, student scheduling module, LAN module for Cedar High School. Also purchased the necessary equipment, including work stations and laser printer, to run the programs. The equipment is multiple-use-not limited to scheduling and record keeping.
3. Contracted for Local Area Data circuit service (LAD), to facilitate student access to research information across the country and in Europe. (U.S. West)

IRON SCHOOL DISTRICT

Project Title: **O.B.E. (OUTCOME BASED EDUCATION)**
Project Director: Roma Jensen

Project Summary:

OBE efforts of Iron County School District are based on our OBE Master Plan and the District Strategic Plan. Primary goal is to improve instruction and to improve educational and achievement experiences of students so all students will be successful.

1. Inservice training for teachers: TESA, Cooperative Learning, Essential Elements of Instruction, Mastery Teaching, Control Theory, Reality Therapy, etc., to better meet the needs of students.
2. Provide opportunities for teachers to attend the Rural Schools Conference, I.S.I. classes, state level workshops, and classes at Southern Utah University. Pay registration fees, expenses, substitutes.
3. Dr. Madeline Hunter, guest speaker at the Mid-winter Institute. Excellent inservice for all teachers and administrators: improving instruction, dignifying errors, protecting the dignity of the students, getting feedback, among others.
4. ODDM Consortium assessment of $2500.
5. Purchased inservice materials: books, video tapes, and other visuals.

The percentage of our teachers who are involved in OBE activities has increased over the past several years.

JORDAN SCHOOL DISTRICT

Project Title: **VARIED PROJECTS**
Project Director: Barry Newbold

Project Summary:
Projects and activities for Experimental/Developmental Funding for FY 91-92 were varied. Projects included:

Middle School Drop-out Prevention Program designed to provide additional, one-on-one help and advisement to students at-risk in the middle schools within the district. We have had an overwhelmingly positive reaction to this program by students, teachers, and administrators.

Local School Mini-Grant Projects were continued this year. These projects in most cases were an extension of former Outcome-Based Education projects initiated at the local schools. Each school was given a specific amount of money for which they could make application. Projects had to be curriculum focused and improvement oriented. Schools received a certain designated stipend each.

The Brighton High School STARLAB program was expanded to include a satellite receiving dish to enhance the WESTAT project with Weber State University.

A three-school project called "Student/Family Success" was assisted with these funds. The money helped to fund the academic testing and tracking of increased student performance on State end-of level tests. This project was a State Health Department Grant focused at providing children in grades 1, 2, and 3 with the appropriate emotional, physical, dental, and educational support to help them succeed in school and the neighborhood.

Copperview Elementary conducted a Strategic Planning Project this year. Some monies were used to supplement the USOE Grant they received for their project.

JORDAN SCHOOL DISTRICT

Project Title: **BRIGHTON HIGH SATELLITE RECEIVING DISH**
Project Director: Barry Newbold

Project Summary:
This project is an extension of the Brighton High School STARLAB Project instituted by John Barainca. The satellite dish will give students the capability to receive weather imagery directly from two satellites. This will make it possible for students to interface existing computers with satellite receiving station computers to provide real-time imagery of meteorology around the earth's surface.

The beginnings of the STARLAB Project was funded, in part through USE Technology grand funds. Additional, detailed information about the project can be obtained from Brighton High school.

JORDAN SCHOOL DISTRICT

Project Title: **STUDENT / FAMILY SUCCESS TESTS**
Project Director: Barry Newbold

Project Summary:
A three-school project called the "Student/Family Success Project" began during 1991-92. The schools involved in the project are Copperview, Sandy, and Midvale Elementaries. The "Student/Family Success Project" is designed to identify students and their families who are in need of additional help from State and County Health Departments, Social Services, medical or dental assistance, or general parenting skills. The coordination of these services is accomplished through the school and it is believed that more focused attention in the above mentioned areas will increase student achievement and attentiveness to educational activities.

Academic gains are being measured by tracking changes in end of level mastery tests in reading and mathematics. Also, as a part of the base-line data collection effort a Gates-MacGinitie Reading Assessment was given to each of the students in the project. State Experimental/Developmental money was used to purchase the Gates tests. Tests were administered to students in the project schools in grades 1, 2, and 3.

JORDAN SCHOOL DISTRICT

Project Title: **MIDDLE SCHOOL DROPOUT**
Project Director: Barry Newbold

Project Summary:
During 1991-92, each of the middle schools in the Jordan District were given funds to help pay for a teacher to provide one-one help and academic assistance to students who were identified as being at-risk academically. Teachers provide this help during their conference period.

Each school administers the program somewhat differently, however, the focus and intent of the program are the same. The general comments from the local teachers, students and administration are very positive. This project received continued funding for the 1992-93 school year.

Local schools would have specific information regarding numbers of students assisted by the program.

JORDAN SCHOOL DISTRICT

Project Title: **MINI-GRANTS**
Project Director: Barry Newbold

Project Summary:
Each school in the district was allocated a specific amount of money which they could access by application. Elementary schools were allotted $1,000; middle schools $1,500; and high schools $2,000 each.

All projects were approved by the area assistant superintendents and had to be curriculum focused and improvement oriented. Expenditures for projects included math manipulative materials, science materials, teacher inservice, computer animation projects, photojournalism projects, renaissance projects student behavior incentive projects, cooperative learning training, assault training, media projects, and many others.

The practice of having schools submit proposals for curriculum projects was an extension of the former Productivity and Outcome-based Education Projects funded through the USOE.

The success of these projects has lead to a continuation of funding for 1992-93.

The following are ***mini-grants*** funded for FY 91-92 from Jordan School District:

ALTA HIGH SCHOOL

Project Title: **COMPUTER ANIMATION**
Project Director: Doug Allen

Project Summary:
Alta High School is committed to developing technology in the classroom and to provide students the opportunity to gain computer literacy skills. Computer Animation will provide students with such experience and also enhance what they are learning on the existing computer graphics system. Computer Animation will expand the curriculum, enrich artistic creation, and provide experience for students in current technology trends of today.

ALTA VIEW ELEMENTARY

Project Title: **SCIENCE WORLD ADVENTURE**
Project Director: Jennie Stage

Project Summary:
This year we started a science club that is held after school twice monthly: Saturday are reserved for field trips. We have had so much interest form students and parents that another teacher needed to be added. To be a part of this club students must 1) be current on their studies, 2) have good citizenship, 3) be responsible for an exhibit for our Science Fair.

BINGHAM HIGH SCHOOL

Project Title: **PRODUCTION EFFICIENCY IMPROVEMENT OF PHOTO-JOURNALISM**

Project Director: Vernon Dunn

Project Summary:

This project is to meet the expanded equipment needs of the photo-journalism program at Bingham High School that has doubled in enrollment since last year. This enables the increased number of students to get more hands-on experience in darkroom production and thus increase time-on-task for all students enrolled in the program. It also enabled the instructor to make use of currently available video instruction materials that enhanced curriculum delivery of the photo instruction. Video presentations are vital in the Visual Arts Program of this kind. Students learned the importance of meeting deadlines, and not have undue demands put on out-of-class time by requiring them to spend four or more out-of-class hours per week in the darkroom. The enlargers and peripherals increased student time-on-task by 45%. The results of the efforts by these students included the school's newspaper, literary magazine, and yearbook. Most of the pictures were taken by the students and done on their own time.

BUTLER MIDDLE SCHOOL

Project Title: **INCORPORATING MOCK TRIAL INTO THE CURRICULUM**

Project Director: J. Weber / K. Anderson / K. Sargent

Project Summary:

We plan to incorporated the Mock Trial Program in the Gifted / Talented cores at Butler Middle School. This program offers students a hands-on opportunity to participate in a civil or criminal trial. Besides classroom instruction by teachers, attorney coaches are assigned to each school to train students. Team members play roles of citizens, attorneys, clerks, and bailiffs in a case prepared by the Utah Law-Related Education Project. During the state competition, which we plan to enter, panels composed of lawyers, judges, and community leaders judge the performance of the student teams on effective opening and closing statements, responses to questioning and cross-examination, arguments based on evidence, public speaking abilities, and other criteria.

CRESCENT VIEW MIDDLE SCHOOL
Project Title: **8TH GRADE CONSTITUTION**
Project Director: Linda Mansfield

Project Summary:
Media reports indicate that students are lacking in knowledge of the Constitution and the Bill of Rights and their meaning. We have found that through having a contest we can create interest and stimulate enthusiasm for some in-depth study of the Constitution. We had in-class preparation and inter-class and intra-class competition using a "Jeopardy" format, with top teams competing in the finals. The finals are held after school. Prizes were awarded to all participants, with trophies being awarded to the winning teams. Teachers were involved with curriculum development and instructional strategies.

CRESCENT VIEW MIDDLE SCHOOL
Project Title: **MARC RECORD UPGRADE**
Project Director: Timothy Rausch

Project Summary:
The Crescent View Middle School library is equipped with Catalog Plus, a computer search card catalog system similar to the one used by S.L. County Libraries. This system enables the students to search for and locate information in a far more sophisticated manner than that allowed by the old card catalog system. This upgrade will provide students with the appropriate learning materials and skills necessary to locate and use those materials. It will also help to develop educational and learning competencies, teach cognitive learning skills, and develop their individual potential.

EDGEMONT ELEMENTARY
Project Title: **SCHOOL SCIENCE LAB**
Project Director: Tina McCullough

Project Summary:
The purpose of this project was to provide and/or improve the following for Edgemont Elementary students and staff:

1. Curriculum improvement by availability and accessibility to school wide science materials.
2. Improvement of SAT scores in science.
3. Science materials, supplies, and equipment obtained will be based on District/ GEMS goals in Science.
4. Acquire, consolidate, and organize science equipment, supplies, and materials.
5. Review grades 4-6 on Gem's goals and state core curriculum.
6. Determine basic material needs necessary to implement the lesson plans, and activities in science.

HEARTLAND ELEMENTARY
Project Title: **POSITIVE ACTION**
Project Director: Daniel Anderson

Project Summary:
Continued implementation of the Positive Action Program will help raise the test scores for Heartland, also this program compliments our "Say No To Drug" programs and is complimentary of our gifted program. The Positive Action Program can be through words and deeds. Awards are given to students that do something positive. The awards are deposited in the classroom and one is selected and honored on Fridays. There is one from each teacher, correlated by subject and by grade levels throughout the entire school.

JORDAN VALLEY SCHOOL
Project Title: **CURRICULAR TRAINING, INSERVICE, AND DEVELOPMENT**
Project Director: Karen Medlin

Project Summary:
A major emphasis has been put on inservice training to keep our teachers abreast of current curricular techniques and issues. A schedule of inservices were developed to bring in experts in the field to share the most current information with our teachers and staff. Our staff is writing curriculum and implementing programming that is state of the art. After the inservice training, discussions were held within our tracks and planned implementation of new ideas the techniques were arranged.

JORDAN RESOURCE CENTER
Project Title: **SPECIAL PROGRAMMING BROCHURES**
Project Director: Bridget Feighan

Project Summary:
As a collaborative effort between itinerant special education teachers and the high school behavior disordered classroom, this project allowed for teaming in the planning, developing and production of program brochures for the following programs:

1. Motor Development Team
2. Visually Impaired Programs
3. Vocational Programming at Jordan Resource Center

The high school photography class would be responsible for photography, developing, planning script, layout, etc. This experience provided opportunities for students to visit special programs across the district and photograph our "itinerant educators at work." The brochures were printed and

produced through the Jordan District Media Department, and are available to all patrons, staff, agency representative, and administrators for their information and planning for the coming 1992-93 school year.

MONTE VISTA ELEMENTARY (SECOND GRADE)

Project Title: **IMPROVING MATHEMATICS INSTRUCTION BY USING HANDS-ON MANIPULATIVES**

Project Director: B. Anderson / M. Reid / M. Page / R. Greenhalgh / M. Clark

Project Summary:

The second grade mathematics curriculum, specifically, regrouping concepts for addition and subtraction and fraction comparisons and awareness. Using hands-on manipulatives also follows the NCTM standard for improving and enriching the mathematics program.

SOUTH JORDAN ELEMENTARY

Project Title: **COOPERATIVE CROSS-GRADE TUTORING WITH MATH MANIPULATIVES**

Project Director: Bonnie Dahl

Project Summary:

The purpose is to have a more efficient use of math manipulatives to help students master NCTM standards. Another is to use cooperative learning in a variety of ways such as incorporating cooperative learning and math manipulative use by having third and fifth grade students tutor one another. When student training is finished, third and fifth grade students will be paired and "teach" one another specific concepts utilizing many and varied types of math manipulatives. Students will learn as much, if not more by tutoring, as they will by being tutored.

SOUTH VALLEY SCHOOL

Project Title: **PROFESSIONAL ASSAULT RESPONSE TRAINING (P.A.R.T)**

Project Director: Mark Riding

Project Summary:

P.A.R.T. is an approved training procedure to be used with severely aggressive individuals. The goals of this training was to teach individuals to intervene without causing, or increasing, injury to themselves or the student. The benefits of the training included more professional intervention techniques, less district exposure to litigation, and a safer climate for students and teachers.

JUAB SCHOOL DISTRICT

Project Title: **CURRICULUM RELATED PROJECTS**
Project Director: Fred Brown

Project Summary:
Experimental / Developmental funds were used to accomplish essentially three purposes:

1. Develop a cadre of highly trained inservice instructors and coaches in eight validated teacher strategies who could mentor and teach other staff members.

2. Provide every certified employee in the district consistent opportunities throughout the year to engage in meaningful and stimulating renewal experiences.

3. Explore and devise ways to implement William Glasser's Quality School concept.

In an attempt to expand the capacity of staff, the district provided training in the following research based strategies:

- Juab Effective Teaching Process [Mastery Learning]
- Cooperative Learning
- Learning Styles
- Reading in the Content Areas [RCA]
- Reality Therapy / Control Theory
- Teaching Expectations and Student Achievement [TESA]
- Direct Instruction
- Precision Teaching

KANE SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL ALLOCATION**
Project Director: Nils Bayles

Project Summary:
There were no expenditures of Experimental / Developmental funds for 1991-92.

LOGAN SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL ALLOCATION**
Project Director: Richard J. Jensen

Project Summary:
The Logan School District involved representatives from each of their schools on a district-wide steering committee to determine the use of allocated experimental and developmental funds. The Logan District prorated the funds to each of the district's seven buildings on a per capita basis. Each of the buildings submitted proposals to the district-wide steering committee as to how their funds were to be used. The district committee, utilizing the State Board Rules for this program as the guideline, accepted, changed or rejected the program submissions from each of the schools. A wide range of programs were accepted for funding during the 1991-92 school year from the individual schools. These programs included a hands-on multi sensory discovery resource program, the implementation of the Wild Goose lab science program, the development and implementation of cooperative learning strategies, the implementation of Books and Beyond, the implementation of the Electronic Bookshelf and a Parent-Link voice bulletin board system. Each school program was developed by a group of teachers, parents and administrators to specifically meet the needs of students at the school level. The funds were used to encourage experimentation by teachers to develop educational programs that enhance student learning. Specific uses of the funds included stipends for specific teacher training, consultant fees, instructional supplies and materials, and the purchase of necessary equipment, including the above noted Parent-Link communication system.

MILLARD SCHOOL DISTRICT

Project Title: **INSTALLATION OF EDNET SYSTEM**
Project Director: Kenneth Topham

Project Summary:
Funds were used to support planning and installation of an EDNET System for Millard School District.

Our district has not been served by the EDNET microwave system. A great deal of work has been done so that this system will be available for our clientele. Because of this funding and with a combination of legislative and community impact board grants the EDNET System will be available for our use by September 1992.

MILLARD SCHOOL DISTRICT
Project Title: **IMPLEMENTATION OF ODDM**
Project Director: Kenneth Topham

Project Summary:
The Experimental Development Allocation was expended in the following ways:

a. Funds were used for travel and attendance at workshops relating to Outcome Based Education and ODDM.

b. Funds were used to hire a consultant for Mid-Winter Conference subject "Inviting Schools".

c. Additional planning continued with emphasis on "Classroom Practices". Nine classroom practices were defined. They are: Testing, Retesting, Discipline, Incompletes, Correctives, Extensions, Attendance, Review, Independent Practices. A brief synopsis was written for each of the nine practices.

d. Funds were also used to develop programs recommended by the ODDM Consortium. Millard worked on an instrument to assess school climate.

MORGAN SCHOOL DISTRICT
Project Title: **HYPER MATH / LIFE STYLE / QUALITY SCHOOLS**
Project Director: Dale Porter

Project Summary:
Hyper Math: This project aims at teaching math conceptually. Children learn to create algorithms and also how to use them in the thinking process. A formal evaluation of the project (program code - 5405) was submitted to Harley Paulson in July of 92. Experimental / Developmental monies were used to purchase 18 Mac Classic computers and 3 printers. This equipment was distributed to the 3 classrooms that participated in the project. Under the year-long guidance of Dr. Don Peck and Dr. Mike Connell, students used their machines to generate mathematics algorithms. This program has been highly successful.

Life-Style: Experimental/Developmental monies were used to complete a second year evaluation of the Life-Style project. This project allowed teachers to earn their own personal computers by attending inservice and producing a portfolio. This project evaluation will be continued for 5 years. The evaluation was completed by Dr. Nick Eastmond at Utah State University.

Quality Schools: Morgan District has recently made a commitment to William Glasser's Quality School's movement. Experimental/Developmental monies expended in this area were for books, videos and documentation of this program.

MURRAY SCHOOL DISTRICT
Project Title: **ELECTRONIC CATALOGUE AND MEDIA ENHANCEMENT**
Project Director: Clayne Poulsen

Project Summary:
Our project was located at Murray High School and the two feeder junior highs, Hillcrest and Riverview. At the high school we placed a Novell Networked system which includes Follett electronic card Catalog +, and Alliance +. To facilitate research and data retrieval, SIRS (Social Issues Research) and TOM from Infotrac were added to the network so students may search electronically for full text articles or citations from thousands of periodical articles. Because TOM and SIRS data is on CD ROM discs, the two junior high schools share the data via fax lines. The telephone line also allows access to the outside world through programs such as Prodigy, Murray City Library, U of U, and Internet.

MURRAY SCHOOL DISTRICT
Project Title: **OBE IMPLEMENTATION OF USE K-6 LANGUAGE ARTS CORE CURRICULUM**
Project Director: Jan Evans

Project Summary:
A Language Arts needs assessment, on an objective by objective basis, prepared at the district level was distributed by principals and completed by each K-6 teacher. The results of this survey were compiled by each principal. From this, he/she planned inservice to meet the needs of their individual schools as it pertains to Language Arts. In addition, needed materials were identified and purchased through school district funds in order that the State Core Curriculum objectives be effectively taught.

As a result, much inservice was given each faculty in the areas of the Whole Language process and an introduction to the classroom writing process.

In addition to faculty inservice, individual teachers attended workshops on Grade Level based Whole Language ideas, the Utah Writing Process, Reality Therapy Training, Literature Based Classrooms, and Cognitive Coaching.

Arrangements were made for 14 teachers to attend the International Reading Assn. Conference and for several teachers to participate with Salt Lake District in a Literacy Cohort.

This was a year of introduction and the beginning of implementation. The interest level of the teachers was high. We look forward to the 92-93 school year for additional workshops to build upon the knowledge gained this past year to refine the implementation of the content of these workshops in order to achieve our goal of better meeting the needs of each K-6 student in the area of Language Arts.

MURRAY SCHOOL DISTRICT
Project Title: **TECHNOLOGY PROGRAM - TECHNICAL SUPPORT**
Project Director: CLayne Poulsen

Project Summary:
We employ one person at the district level to provide technical support for our technology programs. We have established Apple labs in each of our seven elementary schools and PC labs in our four secondary schools, this person maintains the networks and offers support service with the software. If trouble occurs, he is our first contact. We believe this saves us a good deal as we do not have a full time technical staff to support our networks and software.

We are in the process of improving our technology by networking classrooms to the lab servers. This person also oversees this project.

NEBO SCHOOL DISTRICT
Project Title: **ANALYTICAL SCORING MODEL TRAINING**
Project Director: Dean Rowley

Project Summary:
We paid 1/2 salary for a teacher to train teachers and administrators in the Analytical Scoring Model. She also trained parents in the method, and we paid the parents to help us read the thousands of papers at the end of the year.

This same teacher teaches 1/2 time at Springville High School and directs the district Analytical Scoring Mode. Money was also used to supply training manuals to over 100 teachers and others trained.

NEBO SCHOOL DISTRICT
Project Title: **OBE**
Project Director: Dean Rowley

Project Summary:
OBE Specialists were identified in each school, two specialists from each secondary school and one from each elementary school. They were each given a $200.00 stipend to work on curriculum alignment of objectives with outcomes and a desired student outcome. Each school selected a desired student outcome to work on during the school year. Each school applied for a grant equaling $1.00 per student to help with the work on the outcome. Many things were printed and given to the schools for their use.

NEBO SCHOOL DISTRICT
Project Title: **STRATEGIC PLANNING / SCHOOL LEVEL**
Project Director: Dean Rowley

Project Summary:
The Rees School applied for and received money to be involved in school level Strategic Planning. This goes along with our district level Strategic Plan. They involved faculty, staff, parents, PTA and other citizens in the two day retreat. They were able to establish their mission statement, goals, objectives, and strategies that will help move the school forward.

NORTH SANPETE SCHOOL DISTRICT
Project Title: **REALITY THERAPY TRAINING**
Project Director: Darin Johansen

Project Summary:
Reality therapy and control theory training was conducted for educators and staff members. Training has included basic week, basic practicum, advanced week, and advanced praticum, certification week, and quality school week. This training has included 105 educators in these various phases.

NORTH SUMMIT SCHOOL DISTRICT
Project Title: **FRIDAY PROGRAMS**
Project Director: Gregg Johansen

Project Summary:
All students of the North Summit School District had the opportunity to attend an enhanced Friday Program this year. Teachers were available for one-on-one instruction in all areas of the curriculum.

Gifted & Talented students had the opportunity to accelerate their learning while At Risk students got the special help that they needed. All students had the opportunity to attend symphonies, operas and other special programs.

NORTH SUMMIT SCHOOL DISTRICT
Project Title: **AMERICA 2000 TEAM**
Project Director: Gregg Johansen

Project Summary:
The America 2000 Committee at North Summit School District met regularly during the 1991-92 school year. After discussing each of the six National goals set by President Bush, the committee decided to spend most of its time and energy toward accomplishing goal number one: All children in America will start school ready to learn, and goal number six: Every school in America will be free

of drugs and violence and will offer a disciplined environment conducive to learning.

To help accomplish the goal of having every child in North Summit School District enter school ready to learn, the following objectives were agreed upon by the committee:

A. Gather data on pre-school learning skills]s needed to enter kindergarten.
B. Establish North Summit pre-schooler needs for entry into kindergarten.
C. Compile a resource manual to help parents teach their pre-schoolers the needed skills as per needs.
D. Print and distribute the resource manual to parents of pre-schoolers.
E. Prepare and present a workshop to train parents of pre-schoolers.
F. Investigate other sources to prepare pre-school children.

These objectives were set into effect with the compilation of a resource manual to be distributed to parents with three and four year old children. The manual has many helps in areas of gross motor, fine motor, sensory motor, perceptual, language and expression, listening, writing, responsible citizenship and nutrition.

The subcommittee that worked toward the goal of having drug-free schools first researched the District's present policies in this area. After gathering information, the following objectives were set by the committee:

A Develop and approve a district policy to accomplish the goal.

B. Develop and approve district procedures to enforce the district policy.

C. Develop and approve a hierarchy of consequences to be used with infractions of the policy, also develop and approve a hierarchy of positive rewards or recognition for compliance with the policy.

D. Design and develop the programs and training's to accomplish the goal for all staff and administration, or use programs and training's developed by others.

E. Design and develop materials to implement the programs and training's or use materials developed) by others.

F. Provide support resources and staff to accomplish the goal and sustain the goal over a long range period of time.

The committee researched and reported on many drug education/prevention programs available to organizations and parents in our area. The committee also presented for approval to the school board an updated policy on drugs, alcohol, hazing and discipline.

OGDEN CITY SCHOOL DISTRICT
Project Title: **EXPERIMENTAL / DEVELOPMENTAL PROJECTS**
Project Director: Milt Kendrick

Project Summary:
Experimental developmental program funds were utilized for a variety of projects which are listed below.

1) Substitute teachers were hired for Essential Schools teachers while they attended workshops in the Ogden area as well as on-site visits in the New York area.

2) Substitute teachers were hired for regular classroom teachers who attended professional growth workshops such as the Glasser Workshop held at Mount Ogden Middle School as well as individual workshops during the year.

3) A staff assistant was hired at Ben Lomond to help with their Citizenship Program. In an effort to improve student attendance at the school, the staff assistant was responsible for making individual telephone calls during the evening hours to the parents of the students regarding school attendance.

4) Field trips to the Ogden Nature Center were taken by students in the Essential Schools Program at Ogden High School. Most of these students were enrolled in biology related classes.

5) Five-minute daily language, math and geography booklets were ordered from McDougal, Littell for the purpose of providing daily review for students needing to improve their individual test scores. This was a district-wide test improvement project .

6) $7,000 was submitted to the Treehouse Children's Museum for the anticipated cost of field trips for students who would be visiting the museum during 1992.

7) Travel costs were paid for a Board Member, administrators and teachers to participate in on-site visits to exemplary Essential Schools in the New York area.

8) Microscopes were ordered for students in the Essential Schools Program at Ben Lomond High School.

PARK CITY SCHOOL DISTRICT

MINI GRANTS

Local school mini-grant projects were granted this year. Each school was given a specific amount of money for which they could make application. Projects had to be curriculum focused and improvement oriented.

The following are ***mini-grants*** funded for FY 91-92 from Park City School District:

Project Title: ***AT-RISK COMPUTER LAB***
Project Director: Bill Kahn

Project Summary:
This project arose out of the need for a computer lab where AT-RISK students had unlimited access. Our current computer labs at the high school are scheduled continuously by computer science, language arts and business classes. The lab will be situated in a brand new addition to the high school. $7,844 from this Experimental Development Grant was put towards twenty-one Macintosh LC-II computers and one Apple Laser writer IIf Printer. $18,151 was contributed from E.T.I. funds. $7,457 came from a Chapter II Special Education Grant. $3,022 came from high school computer funds, for a total expenditure of $36,476. An additional $5,500 was paid to fabricate tables for this lab. When school starts on August 26, 1992, this lab will be available for use by special education teachers and their students.

Project Title: ***COMMUNITY BASED PHYSICAL EDUCATION***
Project Director: B. Witt / C. Hunt / G. Meakins

Project Summary:
Students were offered a variety of athletic experiences designed to enrich their physical well being, to expose them to a wide range of athletic activities, and to promote an interest in a lifetime sport. Approximately 750 students were impacted by this program on a daily basis and it was used to greatly expand existing P. E. curriculum. Classes offered included softball, dance (creative jazz), Tai Chi, speedball, basketball, track, yoga, volleyball, soccer, flag football, etc. Classes involved people from the community, city recreation department, and community education.

Project Title: ***COMMUNITY BASED CROSS COUNTRY SKIING & SWIM LESSONS FOR TREASURE MOUNTAIN MIDDLE SCHOOL***
Project Director: Gail Meakins

Project Summary:
This project was undertaken for 3 major expected outcomes.

1) To familiarize middle school students with community facilities to encourage participation in healthy lifestyle activities.

2) To help ease overcrowded conditions in the school physical education facilities by bussing half of the students to the community pool.

3) To begin "water-proofing" our students.

Project Title: ***ETI PLANNING AND TRAINING***
Project Director: Diane Brewster-Norman

Project Summary:
The conference provided the seed work for ETI Planning. Funds were used to finance the travel expenses of district personnel including principals, staff, and board members attending a Technology Training Conference in Dallas, Texas as a result of that conference several major changes have been made in the way the district has used their ETI money. Large school computer labs have been replaced by mini labs and the remaining computers placed in individual classrooms. A computer lab for "at risk" students has been organized. Teachers have had increased access to computers and more emphasis has been placed on computer training.

Project Title: ***HYPERCARD TO PROGRAM MATH CONCEPTS***
Project Director: Debby Walter

Project Summary:
The Experimental grant money was used to implement the use of Hypercard in programming math concepts formulated by my third and fourth grade students. The money was spent on substitute pay to free the teacher up to visit other classrooms in the area which were doing similar projects.

Students were extremely motivated to program what they had learned conceptually about fractions and some simple geometry problems onto the computer. Even students who had not been successful in math class previously now chose to come in at recess and chose to work on their projects during free moments.

Project Title: ***SECOND GRADE SPANISH INSTRUCTION***
Project Director: Debby Walter

Project Summary:
A team goal established by the Second Grade Teachers at Parley's Park was to provide Spanish instruction for all second graders. The second graders would all develop basic Spanish skills. The teachers used various instructional strategies to teach conversational Spanish.

To evaluate this instruction, a cumulative Spanish test was given at the end of the year. At the beginning and end of the year, oral pre- and post-attitude surveys were given to the students. They voted unanimously to continue the instruction of Spanish in school. As a result, we will keep Spanish as a regular part of our yearly curriculum.

To teach basic conversational Spanish, Mrs. Anderson rotated through all of the second grade classrooms during both a Fall and Spring unit of Block Courses. Parents have also been involved in the teaching of Spanish, as well as in the everyday classroom setting. Numerous books were ordered from funds received from an experimental and developmental grant, and they have been used throughout the year to help children develop and build a Spanish vocabulary.

Project Title: ***VIDEO CLUB***
Project Director: Elayne Scoofakes

Project Summary:
Third and fourth grade students were invited to come to the Library/Media Center during their lunch-time recess to learn how to use the VHS-C camera purchased with Experimental and Developmental Funds. As their training progressed, some of the participants were able to become their class photographers during events such as plays and class reports. Although my original request for funds included other audio-visual equipment for student productions, the purchase of the video camera allowed for the beginning of what I see to be a successful and on-going project. In addition to learning the use of the camera, students are learning to work together.

The third grade students expect to return to the club next year to increase their skills; to help train the new members. It is my expectation that our major project will include a class yearbook in video format which the students will plan, organize, and produce.

Project Title: ***WETLANDS***
Project Director: Maureen Traeger

Project Summary:
Funds were used to purchase equipment to support a year long detailed investigation of a nearby wetlands area. Students worked in conjunction with a U.S. Geological Team testing the variety, amounts, and quality of tablewater. Samples were used to monitor and quantify changing water levels and students worked with city and state officials to determine cause of fluctuating levels. Students, also, worked with U.S. Wildlife Officers to identify surrounding flora and fauna. An on going weather station was built as part of this unit and the area continues as a laboratory site for middle and high school students. Lessons were also designed for all three school levels.

Project Title: ***WRITING ASSESSMENT***
Project Director: Maureen Traeger

Project Summary:
The Park City School District in an effort to move away from traditional forms of Language Arts Assessment adopted the use of writing portfolios to monitor student progress. The writing portfolio was adopted in order to provide a basis for future performance based assessment and to motivate literacy and encourage reflection. Students K-12 were exposed to a variety of writing experiences with the emphasis on both the mechanics and steps involved in the writing process, including prewriting, editing, revising, and publishing. Student work was collected and a writing portfolio of each student's best written piece, favorite written piece, and 2 prompted pieces were included in a permanent portfolio that will follow the student through his/her school career. A committee worked with teachers to monitor problems, suggestions, and improvements to be considered for next year.

PIUTE SCHOOL DISTRICT

Project Title: **CURRICULUM AND INSTRUCTION ENHANCEMENT THROUGH INSERVICE & PLANNING**
Project Director: Neal D. Hollingshead

Project Summary:
Piute School District utilized our 1991-92 Experimental/Developmental allocation by providing professional development opportunities through the Outcome Driven Developmental Model (ODDM) training which includes Outcome Based Education (OBE) emphasis. First, professional enhancement experiences were obtained through the Institute for School Improvement (ISI) and the Rural Schools conference workshops and seminars. Second, funds were also applied to comprehensive staff development planning at each school site, which included assertive discipline and specialized training in core subject areas. Third,

individual school technology plans were implemented, e.g. in the high school all rooms were networked into the mainframe. Seven computers are located in core classrooms and networked into the labs which enhances student ability to do research. Computer training in this segment targeted both teachers and students. And fourth, focus and energies were directed toward developing student outcomes and exit behaviors identified in ODDM. Efforts were placed in curriculum improvement and student readiness in making academically and socially confident transitions from grade school to middle school and middle school into high school It is the intent of this district to continue our priority toward ODDM and OBE.

PROVO SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL PROJECTS**
Project Director: Kathleen Hughes

Project Summary:
Experimental/Developmental funds allocated to Provo School District in 1991-92 were used to support four main areas. Those areas were Staff Development, Curriculum Development, and Elementary and Secondary programming.

Staff Development funds were used to pay teachers who presented inservice to teachers and staff. Cooperative Learning, Classroom Management, Teaching with Calculators and Manipulatives, and multiple classes in Technology applications were some of the areas targeted through inservice. Over 250 teachers participated in one or more of these classes offered by the district. In addition to these classes, individual schools had opportunity to use these monies to pay presenters who worked with individual school issues and needs.

Because Provo's Strategic Plan includes a strategy that necessitates our revising curriculum and assessment in the district, we used part of the money to investigate and begin development on student outcomes that we are calling "Adult Roles." While this document does not look as if it would take a lot of time to develop, it has. We have taken time to solicit input from administrators, teachers, and parents. In fact, we still have a few more groups to meet with before we feel comfortable saying that this is complete. Our next step will be to identify the knowledge, skills, attitudes and attributes students need to achieve in order to meet the "Adult Roles."

The money allocated to Elementary programs has been used exclusively to enhance the use of the Computer Managed Instruction at several schools in the district. The money allocated for use in the Secondary programs was used to pay teachers for subject specific curriculum development.

RICH SCHOOL DISTRICT

Project Title: **PRODUCTIVITY GRANTS**
Project Director: Tricia Comia

Project Summary:
Teachers in the District submitted grants for creation of computer programs that would supplement subject areas. Computer software and equipment were purchased to enhance the network system. Also inservice was provided to all teachers to acquaint them with the network system and assist them in implementing their curriculums.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **ELECTRONIC ACCESS**
Project Director: Vicky Dahn

Project Summary:
Various pieces of hardware and software were purchased to accomplish the following goals:

1. Extend access to periodical guide on CD-ROM as well as other CD-ROM products.
2. Enhance research process in all high schools and initiate process in one intermediate school.
3. Form a cooperative partnership with IHC to enhance the teaching / learning process through the use of technology at one elementary school.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **FOUR TRACK YEAR ROUND DEVELOPMENT AND IMPLEMENTATION**
Project Director: Lew Gardiner

Project Summary:
Due to the overcrowding situation at Meadowlark School, the parents, community council and the school personnel felt that a solution was needed. Many hours of meetings with parents in homes within the community were held during September through November. At these meetings they were presented the three options that the Salt Lake Board of Education had approved for a solution to the problem. (1. Extended Day, 2. Double Sessions, 3. Four Track Year Round). In December there were two general meetings held at the school. Representatives from Granite District, Davis District and the State Office of Education explained in detail each of the options and how they worked. Correspondence was sent numerous times through the mail, keeping the community informed of every aspect being discussed. In January, the vote was taken and it was unanimous in favor of Four Track Year Round.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **HIGH RISK SUMMER SCHOOL**
Project Director: James Andersen

Project Summary:
Students took up to four classes in the academic core areas: English/Language Arts, Mathematics, Science, and Social Studies. Each class was one hour long with instruction geared toward helping students "catch up" to the appropriate grade/course placement.

Participants were: Seventy five (75) high risk students: twenty seven (27) 9th graders; thirty (30) 10th graders; twelve (12) 11th graders; and six (6) 12th graders.

The final results were that 75 students took over 240 classes and earned 74 credits.

SAN JUAN SCHOOL DISTRICT

Project Title: **SAN JUAN PARADIGM SHIFT AND RESTRUCTURING PROJECT**
Project Director: Mel Walker

Project Summary:
Experimental and Development Funds are being used to supplement the district's Paradigm Shift and Restructuring Project. The district is undertaking a major staff development project with training in the paradigm shifts related to

(1) teacher as facilitator,
(2) performance based assessment, and
(3) a positive school climate.

Training is also being provided for other related components including utilizing technology and parent and community involvement. The project has generated much enthusiasm for change in these early days of the project.

Funds were primarily used for honorariums for inservice time and travel to workshops related to the paradigm shifts.

We have intentionally saved funds to carry over into the 1992-93 year to supplement our continued project. Federal funds have been reduced for the second year of the project.

SEVIER SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING AND IMPLEMENTATION**
Project Director: Boyd Keisel

Project Summary:
The district and each school within the district developed five year strategic plans and action plans for achieving each five year plan. We have addressed defining outcomes, developing learning units, aligning the curriculum, and curriculum management.

This project emphasized the principal and teacher as instructional leaders in implementing ODDM principles and procedures in the strategic plan. Extensive inservice in instructional processes and curriculum use and alignment has been implemented.

SOUTH SANPETE SCHOOL DISTRICT

Project Title: **EXPERIMENTAL / DEVELOPMENTAL ALLOCATION FUNDS**
Project Director: Lewis Mullins

Project Summary:
South Sanpete School District utilized our 1991-92 Experimental/Developmental allocation through focusing upon the Outcome Driven Developmental Model (ODDM) inservice training in four major areas.

1) Teachers received professional development so that they could recognize the different learning styles demonstrated by the learners in their respective classrooms. Teachers then applied this training by building in to their lesson plans the four approaches to different learning styles, in variations, so that all students could learn in ways that were most effective for them.

2) In service efforts focused upon enhancing the quality of the schools in our district by learning and applying Glasser's "Quality Schools" considerations which include removing coercion and establishing a paradigm for quality and self-evaluation on the part of students and teachers.

3) District inservice energies focused upon increasing teacher effectiveness through improved use of questioning techniques as taught by Pedersen. This demonstrated approach draws students out without intimidation and loss of self-esteem. It assists students in their own processes of intellectual inquiry and unfolding.

4) Classroom management skills were strengthened through the learning and use of a Don DeLay strategy which focuses teacher

attention upon 3rd quandrant students within the context of a class divided into four quadrants of quality in student performance. By leveraging this strategy our district was able to bring 82% of our students into the upper levels of effective student performance. It is the intent of the district to strengthen and continue our efforts in the Outcome Driven Developmental Model (ODDM) and Outcome Based Education (OBE).

SOUTH SUMMIT SCHOOL DISTRICT

Project Title: **SCHOOL IMPROVEMENT PROGRAMS**
Project Director: Mark Littleford

Project Summary:
Funds were used for the following inservice for teachers regarding:

1. Effective Class Instruction
2. Counseling by Teachers
3. Team Teaching Strategies
4. Development of Effective Time on Task
5. Workshops for New Teachers
6. Attendance at Various Conferences and Workshops
7. Madeline Hunter Workshop
8. We plan to hold extensive workshops in the district to utilize the carryover funds and the new allocation.

TINTIC SCHOOL DISTRICT

Project Title: **TINTIC INTEGRATED WRITING PROJECT**
Project Director: Fred Openshaw

Project Summary:
The "Tintic Integrated Writing Project" is a K-12 district project. Teachers at all schools have received inservice training in the writing process using technology. Technology has also been incorporated to assist students and teachers by creating a greater capacity for research. Technology is also used by students and teachers to present information. A variety of technological tools are used not only for word processing but also for desktop publishing and multi-media presentations.

TOOELE SCHOOL DISTRICT

Project Title: **STAFF TRAINING IN TEACHER EFFECTIVENESS**
Project Director: Mike Jacobsen

Project Summary:
The project's objectives were to significantly improve teacher effectiveness in the classroom by in-depth exposure to many promising and proven principles, practices, and philosophies in teacher and classroom effectiveness.

Teachers received extensive training in:

1. Outcome based education
2. Assertive discipline applications
3. Glasser's quality schools principles
4. Covey leadership philosophies

Workshops were held on Saturday's and a portion of the funding was used to provide teacher stipends for these off-day activities.

Several professional staff attended a conference on Outcome Based Education. Partnerships were requested to share their experiences with other staff members in a mentor/mentee relationship.

Funds were also expended to purchase video tapes, books and other pertinent and relevant materials that can be utilized to introduce, instruct, and reinforce principles and activities learned in the workshops and conferences.

Lastly, several teachers received approval to take specific university courses to:

1) upgrade their effectiveness skills,
2) provide additional perspectives that would help improve their specific abilities and
3) encourage them to share their experiences with others to provide a relatively broad dissemination of their newly learned and/or acquired skills.

UINTAH SCHOOL DISTRICT

Project Title: **SITE-BASED SCHOOL IMPROVEMENT**
Project Director: Earl Allred

Project Summary:
For several years, the use of OBE funds in the Uintah School District has been used for school improvement through the implementation of ODDM (Outcomes-Driven Developmental Model). Prior to the 1991-92 school year, it was the decision of the district to introduce the site-based management concept in the schools and encourage ODDM development on a school level.

The basis for this decision was the realization that the district had accomplished its purpose in providing inservice, workshops, and travel and that a plateauing effect was taking place. It was felt the site-based concept could provide incentive and choice for schools to extend into the vast reservoir each possessed with personnel trained and qualified in the ODDM components.

The experimental/developmental funds for 1991-92 were broken down into several categories that the schools could select in determining their school improvement needs. Those categories were: substitute teaching, professional services, inservice activity, travel, and supplies. Each school then used their allocation of funds to develop the areas they deemed most critical to their improvement process.

The district was also allocated a portion to the funds to be used for general proposes in areas involving the district generally.

Examples of fund uses on the district level were: sponsoring William Glasser, MD. as speaker and workshop director for the district's opening school institute, travel for district personnel to ODDM related conferences and workshops; purchase of video training on school improvement components.

WASATCH SCHOOL DISTRICT

Project Title: **AUTOMATED LIBRARY SYSTEM / TEACHER INITIATIVE PROGRAM**

Project Director: Henry Jolley

Project Summary:

The Wasatch Administrative Team planned with each of the school staffs to create a teacher initiative program. Teachers applied within each building for grants to be funded out of the Experimental/Developmental monies. A team, including the principal and a teacher in each of the buildings, reviewed the grants and submitted those grants to the district review committee for final approval. Approximately twenty grants in the school district were approved for a total of approximately $14,182. Teachers completed those grants and were evaluated by each of the individual school principals. There was a good feeling about stimulating educational reform in each of the buildings through this grant's process.

The Wasatch School initiated an Automated Library System at Wasatch High School and Wasatch Middle School during the 1991-92 school year. Initial reports of the Automated Library System are very positive, both from teachers and students.

WASHINGTON SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATION IMPLEMENTATION**
Project Director: Kent Christensen

Project Summary:
Six schools were picked to begin implementing Outcome Based Education in the district. Each school chose a school core team and two members from each school were assigned to be members of the district core team. Each school accomplished the following:

1. Developed a mission statement
2. Established a vision of the program
3. Established a philosophy of OBE and the implementation process.

The district core team met monthly to report of OBE activities and to direct the district OBE implementation.

WAYNE SCHOOL DISTRICT

Project Title: **QUALITY OF INSTRUCTION IMPROVEMENT**
Project Director: Robert Painter

Project Summary:
An experimental mentor program is being adopted in the Wayne School District.

We have trained two teachers through the Utah Mentor Academy. It is our intent to strengthen our district's instructional program by using these mentor teachers.

The mentors will work directly with first year teachers and selected professional teachers. The project expenditures will be used to free the mentors time for purposes of performing individualized inservice instruction to these teachers.

The outcomes of this experimental program will be to upgrade and refine the skills of the participating teachers in the areas of:

1. Time management
2. Classroom management
3. Teaching functions
4. Academic monitoring skills

WEBER SCHOOL DISTRICT

Project Title: **NINE DISTRICT CONSORTIUM (9DC)**
Project Director: Jerry Peterson

Project Summary:
The purpose of this on-going project is to promote and support the restructuring effort occurring at Roy Sr. High School. Roy High School received a $250,000 grant from IBM for computer hardware and software. In addition, state 9DC funds have been used to support the project. Funds for this project were used to help supplement, develop and implement the "Information Access Center" through the installation of computer hardware and software and through the building of student stations for individualized and cross-curriculum work stations in the center. This project is the most significant restructuring effort in our district.

WEBER SCHOOL DISTRICT

Project Title: **COOPERATIVE LEARNING**
Project Director: Jed Waddoups

Project Summary:
The purpose of this project is to increase the effectiveness of teaching large groups by inservice and the implementation of cooperative learning. Materials were acquired for use in music, art, PE, and science. Cabinets and tote trays were acquired to allow groups of students to use the same room.

WEBER SCHOOL DISTRICT

Project Title: **CURRICULUM RESTRUCTURING**
Project Director: Dave Lundstrom

Project Summary:
The purpose of this project was to promote restructuring of curriculum by enabling teachers to assess and report student achievement according to performance and criteria references rather than normative measures. The most significant components were:

A. Acquisition and Implementation of the trACE Management System in elementary schools. Scanners, CD-ROMS, Computers, and software were purchased to provide all 25 elementaries and 1 junior high school with the trACE hardware and software.

B. Inservice: This included sending funding inservice for teachers and sending two district office employees to the COBE (Center for Outcome Based Education) conference in San Francisco and some funds to supplement a visit to a restructuring conference in Phoenix, Arizona.

C. Instructional Materials and Resources: This included subscriptions to several curriculum periodicals, and for printing and acquiring trACE support materials.

EXPERIMENTAL and DEVELOPMENTAL PROGRAM

COMPETITIVE

"As a result of funding competitive Experimental and Developmental projects, we are learning if different ideas, concepts, principles, strategies and programs are effective within educational settings."

Larry Horyna, Coordinator, Project Assistance Services Section, Utah State Office of Education - 1992

EXPERIMENTAL AND DEVELOPMENTAL PROGRAM

COMPETITIVE

BACKGROUND:

The 1991 Legislature, acting upon a USOE Finance Committee recommendation, created the Experimental and Developmental Program by consolidating the funds from the following reform programs:

Productivity
Outcome-Based Education (OBE)
Year-Round Schools and Effective Facility Use (YRS/EFU)
Technology Instruction
Promoting Excellence & Efficiency in Public Schools (PEEPS)

The pooling of these funds produced a $4,015,100 balance for the 1991-1992 Experimental and Developmental Program.

- 25% of the funds were designated by the USOE for statewide programs that have Experimental and Developmental implications
- 25% of the funds were available for **competitive grant applications** from districts
- 50% of these funds were sent to districts on an allocation formula

COMPETITIVE PORTION:

Requests for proposals were distributed to all districts. A total of 153 applications were received from 32 applicant districts. The total funding requested was four times the amount available. Districts reported on their projects in a year-end report for 1991-92. These summary reports are included in this publication.

CURRENT STATUS:

The 1992 Legislature changed the plan for distributing Experimental and Developmental funds by moving the 25% that would have been available for competitive projects into the allocation formula for districts. Thus the status of the **1992-1993 program** is as follows:

- 75% of Experimental and Developmental funds flow to districts via allocation.

- **No funds are available for competitive projects.**
- 25% of the funds are directed to be utilized for statewide projects.
- Year-end district reports will be requested in Fall 1993.

For further information regarding the Experimental and Developmental Program contact:

Harley Paulson, Education Specialist
Project Assistance Services Section
Utah State Office of Education
(801) 538-7826

EXPERIMENTAL AND DEVELOPMENTAL PROGRAM

COMPETITIVE GRANTS

ABSTRACTS SUMMARY

Following are abstract summaries of the Experimental and Developmental district projects funded from competitive grants during 1991-92.

ALPINE SCHOOL DISTRICT

Project Title: **BUSINESS / EDUCATION PARTNERSHIP FOR CHARACTER DEVELOPMENT**

Project Director: Kolene Granger

Purpose: The purpose of this grant is to link the Covey Character Development Leadership training with student learning by developing a comprehensive plan for implementing Character Development, instructional strategies and instructional delivery methods that assist in building positive habits of character in students.

Project Summary:
This project will provide teachers and parents with an understanding of character development, a comprehensive implementation plan, instructional strategies and instructional materials for teachers to use in their classrooms.

ALPINE SCHOOL DISTRICT

Project Title: **INDEXING AND ALIGNMENT OF STATE CORE, ACE, AND EVALUATION TOOLS, WITH trACE**

Project Director: David Walton

Purpose: trACE (teacher resources for Achieving Classroom Excellence) is a computerized instructional support system. Teacher resources in trACE are currently indexed to ACE (Alpine's Curriculum for Excellence) only. The purpose of this project is three-fold:

Project Summary:

1) To index trACE resources to the State Core curriculum which will enable any user in Utah (of trACE) to access teaching resources through the Core. An electronic cross-reference program will be developed which will make trACE resources accessible through the Core outcome code numbers as well as through Alpine's outcome code numbers.

2) To align the Core and Alpine's curriculum to the assessment objectives that are a subset of the curricular objectives. As teachers work on the alignment, consideration will be given to the fact that norm-referenced

tests include items that test outcomes from a range of grade levels rather than from a single grade level.

3) To input USOE test items and create alignment to the USOE Core and ACE, through trACE.

ALPINE SCHOOL DISTRICT

Project Title: **LANGUAGE ARTS STRATEGIES FOR WRITING LABS**
Project Director: Carolyn Holman / Tina Howard / Margaret Mortenson

Purpose: The purpose of the project is to provide a series of teacher generated lessons for use in teaching writing skills.

Project Summary:
These lessons will allow the teachers to effectively scope and sequence their writing activities in such a way that the writing software is maximized in a CORE driven series of writing lessons. These lessons will give teachers a viable and inexpensive alternative to CAI packages and provide their students with a more "real-world" experience with writing in a computer environment. They will each include prewriting, drafting, skill development, revision, editing, and specific instructions on incorporating computer programs (word processing).

ALPINE SCHOOL DISTRICT

Project Title: **PIERS: IMPROVING WRITING PROFICIENCY IN FRENCH THROUGH CAI**
Project Director: Charlotte Touati

Purpose: The purpose of this project is to examine the linkage between foreign language students use of a French word processing system and student gains in oral and written proficiency in a foreign language.

Project Summary:
It is believed that students who have the chance to use a French word processing program for several years will acquire confidence in their own writing ability and progress at the same time in the sophistication of their speaking strategy. Research has indicated that there is a link between written and oral proficiency. Through the use of computers, French students will be able to progress at a more individualized pace. Those desiring to advance in structure and vocabulary will be able to do so, while those needing review and reinforcement will get it. The development of writing skills will be facilitated through the use of System-D. During the SWCOLT professional conference in Anaheim in April 1991, Heinle and Heinle Publishers invited Orem High School to be a part of their pilot research program. This program assists students with their writing by providing the necessary vocabulary and structural information for the task assigned. Grammar is taught and learned as needed and not for the sake of grammar itself. The computer writing exercises developed for this program will

be made available to the State Office of Education on hard copies or computer disk. These exercises can be used to establish similar programs elsewhere in the state and can serve as a standard for the writing process.

ALPINE SCHOOL DISTRICT

Project Title: **PROVIDING INTENSIVE EARLY READING SUPPORT**
Project Director: Carolyn Holman / Connie Sorensen

Purpose: The purpose of this proposal is to devise a reading remediation process for K-2 students so that every student will be reading on grade level by the time they enter the 3rd grade.

Project Summary:
The process will create a plan for reading improvement, extensive teacher training utilizing specialists in other successful reading programs nation-wide, peer coaching, in addition to establishing a library for each classroom.

ALPINE SCHOOL DISTRICT

Project Title: **TEACHER RESOURCES FOR ACCESSING INSERVICES (trAIN)**
Project Director: Clarence Whetten

Purpose: The purpose of the trAIN project is to develop a teacher inservice component of trACE that allows "anytime access" to three main options:

Project Summary:
1) Teaching strategy (lesson plan) templates with descriptive prompters designed for specific teaching models (e.g. EEI, Cooperative Learning);
2) specific instruction about how to use these teaching models and a compendium of additional resources (books, videos, etc.) that describe the teaching model;
3) links between (1) and (2) so that while teachers are viewing a strategy that uses a particular teaching mode, they can access instructional materials specific to the teaching model incorporated in the strategy.

CACHE SCHOOL DISTRICT

Project Title: **CROSS CURRICULAR TEACHING AT THE MIDDLE SCHOOL LEVEL**
Project Director: Steven Zsiray

Purpose: The purpose of this project will enable teachers to give the students of Cedar Ridge Middle School three one-week experiences where key curricular topics are explored in

depth. Critical linkages will be established to enable students to begin to build connections between all courses of study.

Project Summary:
It is the premise of this proposal that in preparing middle level students for future learning experiences the curriculum must be developed with consideration for intellectual skills, vocational skills, and an understanding of culture and history. The cross-curriculum teaching model will allow teachers to develop a process-based approach to curriculum. With this appropriate knowledge, the student will be able to:

- Gather information;
- Organize it in a meaningful fashion;
- Evaluate its veracity and utility;
- Form reasonable conclusions about it;
- Plan for collective and individual action.

CACHE SCHOOL DISTRICT

Project Title: **PERFORMANCE BASED ELEMENTARY SCIENCE INSTRUCTION UTILIZING MAGNET SITES AND TECHNOLOGY INFUSION**
Project Director: Mary Cadez

Purpose: The purpose of this project will be to create a comprehensive instructional matrix for elementary science.

Project Summary:
Utilization of community magnet sites where students can experience science principles first hand plus the infusion of technology such as CD ROM reference materials and science helper will be incorporated into the instructional matrix.

CACHE SCHOOL DISTRICT

Project Title: **TECHNOLOGY EXPERIENCES CURRICULUM**
Project Director: Sally Bishop / Brad Hawkes / Gary Stewardson

Purpose: The purpose of this project is to implement a Technology Experiences Curriculum for 5th grade students.

Project Summary:
With the implementation of this hands-on science experience, fifth grade science students will:

- Recognize and appreciate the importance of technology;
- Apply math, science, language arts, and other elementary curriculum using technological tools, materials, processes, and concepts;
- Use problem-solving techniques and decision-making abilities involving human and material resources, processes, and technological systems;

- Develop skills, creative abilities, positive self-concepts, and individual potentials in technology;
- Deal with forces that influence the future;
- Adjust to the changing environment;
- Gain fundamental knowledge about the development of technology and its effect on people, the environment and culture;
- Develop insight, understanding, and application of technological concepts, processes, and systems.

DAVIS SCHOOL DISTRICT

Project Title: **FIRST GRADE READING INTERVENTION**
Project Director: Veloy Richards

Purpose: The purpose of this project is to develop the first grade reading instruction experimental model.

Project Summary:
This model fills a need for an at risk reading program which can be implemented in schools at little cost and limited training. It is similar to the Reading Recovery Program which is used in Salt Lake District, Ohio and Australia but is done at a fraction of the cost and training time and will still bring positive benefits to the students. Further evaluation in a classroom or tutorial setting will assist in refining the testing format, teaching model and teaching materials so it can be offered as a supplemental program in all Davis schools and in other interested districts. The greatest strength of this program is that it can implement many of the tutorial strategies at a fraction of the cost and training time needed for the Reading Recovery Model. It is also written so volunteers or classroom assistants can be used in place of endorsed teachers. The tutorial format and activities will be written so nonprofessionals will be able to tutor the children. Inservice will be organized to train teachers, volunteers and assistants. This will provide an organized program for a reading tutorial situation.

DAVIS SCHOOL DISTRICT

Project Title: **INTERDISCIPLINARY CURRICULUM PROJECT UTILIZING AEROSPACE TECHNOLOGY**
Project Director: Gail Bock / LaMont Jensen

Purpose: The purpose of this project is to plan, develop, implement and evaluate elementary and junior high curriculum and specific lesson plans utilizing information and data collected from polar and equatorial satellites using Direct Readout ground stations at three school sites.

Project Summary:
Davis School District with support from Thiokol Space Operations will construct an environment ground based Satellite Receiving Station in October of 1991 at

one junior high and two elementary sites. Grant funds will be used only for the development of curriculum and lesson plans mentioned above.

DAVIS SCHOOL DISTRICT

Project Title: **THE INTERDISCIPLINARY GRADE LEVEL TEAM**
Project Director: Andrew A. Odoardi

Purpose: The purpose of this reform project at Millcreek Junior High School is to develop and implement the concept/strategy of the interdisciplinary grade level team as a means/structure designed to enhance learning and student self-esteem.

Recognizing that the transition from the sixth to the seventh grade comes at a student's life when she/he is experiencing great change in intellectual, biological, emotional, and social growth, teachers at this school site propose to organize into grade level teams. They will come to a consensus on student needs (for example, mastering study skills) and implement strategies/interventions as appropriate to their subject matter. Working cooperatively, they intend to deliver planned programs designed to increase student success. In building grade level teams, the teachers will be organized according to the students they teach in common. Along with the focus of meeting students' needs, this approach permits the teacher to maintain the integrity of the subject matter area while encouraging opportunities to collaborate with teachers in other disciplines. Another purpose in coordinating as team members involves the opportunity to reinforce/complement each other's work.

DAVIS SCHOOL DISTRICT

Project Title: **STATE STAFF DEVELOPMENT COUNCIL: PRACTICE WHAT YOU PREACH**
Project Director: Claudia Seeley

Purpose: Through the cooperating efforts of the groups having regular representation on the State Inservice Coordinating Council, training activities for staff developers and curriculum specialists will be planned, coordinated and executed.

Project Summary:
Members of the Council have identified three areas of concentration for this project: cognitive coaching, adult learning theory and stages of professional growth. For the first time in Utah, a mechanism will be created whereby people and/or teams from any districts will be brought together for high quality training with the intention that these people and teams will go back to individual districts, train others in the subject and create a cadre of trainers in the district. This project has the potential for diffusing high quality training which in the past has been approached more on a district by district basis. By combining training from

a few nationally recognized consultants and good local trainers, a training diffusion network with great potential can be created.

DUCHESNE SCHOOL DISTRICT

Project Title: **DISSEMINATION OF UTE LESSONS**
Project Director: Kayleen Silver

Purpose: The purpose of this project is to disseminate the curriculum materials.

Project Summary:
This project is an extension of the 1990-91 productivity grant project "Ute Indians in Our Society." It implements the new Ute lessons into the Utah elementary schools. This project will provide one lesson set per Utah elementary school. The Lesson Development Specialist will travel to 20 sites to inservice representatives of the Utah school districts. Districts will be asked to choose representatives from the K-1st Grade teachers and the 3rd-6th Grade teachers in their schools who have an interest in social studies. These teachers will be expected to inservice the teachers in their own schools.

GRANITE SCHOOL DISTRICT

Project Title: **DEVELOPING CRITICAL THINKING SKILLS, K-12**
Project Director: Elwood Clayton

Purpose: The purpose of this project is to further develop the critical thinking skills model

Project Summary:
Granite School District is pioneering instructional techniques to train teachers how to teach specific thinking skills in secondary grades using an interdisciplinary planning team. The model provides training to teachers in several different strategies including the use of inductive and deductive methods, incorporating specific thinking strategies into content curriculum, and teaching students to approach core concepts from an awareness of their own thinking process as well as from an academic orientation.

Continued funding will focus on:

- Presentation of a "process-oriented" strategy in a series of workshops to help teachers incorporate specific thinking strategies into their curriculum;
- Create thinking skills packets for teachers who have received training. These packets would follow the K-12 Critical Thinking Scope and Sequence Developed in Granite School District;
- Create evaluation procedures and other criteria necessary to submit the project to the National Diffusion Network;
- Develop a restructuring plan based on this project model to present to Granger High School;
- Share the developmental model with teachers statewide.

GRANITE SCHOOL DISTRICT

Project Title: **UTILIZING INSTRUCTIONAL TV / VIDEO BASED LEARNING TO FACILITATE HIGH SCHOOL COMPLETION**

Project Director: Patricia Gurr

Purpose: The purpose of this project is to create and program instructional television opportunities for high school completion and adult education students in a ten-district consortium format.

Project Summary:

This developmental project to incorporate instructional television/video based learning adult and alternative education in the state exists to make education more attractive and convenient to high school drop-outs, day school alternative students and others. This delivery system is appealing to students because it is multi-media, can be accessed at home or school, is individualized (open entry/open exit), competency based, provides immediate feedback to the learner and can be completed at a faster rate than traditional courses. The telecourse programs are distributed over KULC Channel 9 from September through May at various times during a given week. The programs are videotaped by the ten participating school districts for tape distribution at school or to the student's home. Each telecourse has a student syllabus comprised of lesson introduction material and FOCUS questions for the student to respond to as they view the individual TV lessons. After a student has viewed two to four lessons, he or she must take a test to receive credit over that portion of the course. Various methods of support are utilized to assist the student through the various telecourses ranging from learning center drop in to organized teacher student meetings. In this final year of development, it is the intent of the Utah Adult and Alternative Learning Instructional Television Consortium to accomplish all of the above, and in addition:

(1) expand the Consortium to include a minimum of four additional school districts,
(2) expand the program offerings,
(3) revise existing telecourse syllabi to a lower level to appeal to a wider range of students so that each telecourse syllabus will be available at two levels: average and above academic functioning and below average functioning,
(4) develop course syllabi for new courses at two levels
(5) do further experimentation with day school alternative students in a day school setting,
(6) do further experimentation with telecourse as a way for teachers to earn recertification/lane change credit,
(7) expand the broadcast range and available times by having some of the telecourses offered over KUED Channel 7, which broadcasts statewide from 9 to 3 daily.

JORDAN SCHOOL DISTRICT

Project Title: **ELEMENTARY SECOND LANGUAGE THROUGH INTERACTIVE TELEVISION - A COOPERATIVE JORDAN DISTRICT/USOE PROPOSAL**

Project Director: JoAnn Seghini

Purpose: The purpose of this project is evaluate whether or not elementary students, with regular classroom teacher reinforcement, can learn through an interactive television program.

Project Summary:

Distance learning has proven to be an effective way to utilize technology and to provide through cooperative effort, educational opportunities that could not be maintained at each local school site by combining resources and developing programs which meet similar needs. Distance learning has been used effectively with secondary students and in mostly rural settings. It has not been used a great deal in urban settings and has not been used with elementary school students. The curriculum of emphasis will be Spanish language acquisition. Variables which are new in this design are the age of the students, the addition of the regular classroom teacher as a program reinforcer, and the technology in interactive television for students in this age group.

JORDAN SCHOOL DISTRICT

Project Title: **MATH MANIPULATIVES, KEYS TO UNDERSTANDING, A COOPERATIVE JORDAN DISTRICT, USOE PROJECT**

Project Director: JoAnn Seghini

Purpose: The project proposes to produce nine (9) five-minute video programs which will use manipulative materials to build an understanding of basic math concepts.

Project Summary:

The focus for the math manipulative video-tapes would be in the following areas:

- problem solving
- geometry
- pre-algebra
- fractions
- statistics
- algebra
- decimals
- probability
- graphing technology

Each of these represents an area of many concepts and understandings. The video will select one concept and demonstrate that concept in the given area taught through the use of manipulatives. This modeling, combined with new publisher materials, can be used to change teacher behaviors and to improve teaching strategies.

JORDAN SCHOOL DISTRICT

Project Title: **MICRO COMPUTER SUPPORT TECHNICIAN CLASS**
Project Director: Jay Stephens / Barry Newbold

Purpose: The purpose of this project is to create a micro computer technical support class which will provide a broad range of training to high school students in the Jordan School District.

Project Summary:
This training is focused on solving high technology problems that require significant background in computer hardware and software. It will be taught conjointly with the outcomes-driven and nationally acclaimed model "Advanced Computer Applications/Management Training Program" at the Jordan Technical Center. This will expand the management shell of the Applications class to a new discipline. Students in both programs will benefit by having access to training modules from both subject areas. They will be able to select their areas of interest and specialization. As students achieve predetermined levels of competency, they will begin providing technical support to educators and students throughout the district. Internship programs will be developed with businesses to further advance the students skills in technical support.

LOGAN SCHOOL DISTRICT

Project Title: **DISCIS COMPUTER MANAGED READING FOR 2ND GRADE**
Project Director: M. Larry Petersen

Purpose: The purpose of this project is to pilot test a new CD ROM Discis Reading program.

Project Summary:
The CD materials will allow for individualized instruction to help students improve their understanding of reading as they interact with the new CD ROM medium through his/her own learning experiences. The teachers will design a new reading program that will:

(1) Provide for computers and voice feed back;
(2) Music support to reading;
(3) Voice and sound effect support;
(4) Pronunciation and syllables support through the context of pictures and explanation.

All activities will be part of a reading project supported by mouse driven MAC computers. The project will reflect the integration of students' interaction in controlling their learning experience as they learn their basic reading skills. The process of monitoring the progress of each participating child will be done by the classroom teachers.

MORGAN SCHOOL DISTRICT

Project Title: **HYPERCARD MATH--LEARNING HIGH ORDER MATHEMATICAL THINKING SKILLS**

Project Director: Dale Porter

Purpose: The purpose of this project is to pilot a "HyperCard Math" program for fifth and sixth grade students.

Project Summary:

Comprehensive inservice will be given to pilot program teachers and students by Dr. Peck and Dr. Connell at University of Utah, Department of Education Studies. This instruction will key on the process of learning math concepts using higher order thinking skills. HyperCard will be used by students to construct a software machine that will perform desired mathematical functions. Students must understand the underlying math concepts in order for the software machine to work. Weekly help will be given by Dr. Peck and Dr. Connell in the classroom as instruction is taking place. This cooperative learning and refining process will continue throughout the entire school year.

MORGAN SCHOOL DISTRICT

Project Title: **THE RENAISSANCE PROJECT - RESTRUCTURING SCHOOLS FOR THE INFORMATION AGE**

Project Director: Dale Porter

Purpose: The purpose of this project is to create an integrated curriculum delivery system and assessment tools at the elementary, middle school and high school levels. The design parameters will be composed of 1) direct instruction with both large and small groups; 2) technology - based programs; 3) independent research as well as; 4) cross curricular groups and learning communities.

Project Summary:

The Renaissance Pilot Project's purpose is to cooperatively plan and develop an education structure and corresponding integrated curriculum which will:

1. Create a more meaningful environment for learning by integrating curriculum content areas to more accurately parallel the real world.

2. Permit students to apply their skills in meaningful and beneficial ways by providing learning modules which allow service to the community and study of societal and community problems.

3. Support and build upon the interest of the student by allowing them to choose different modules of study and by participating in open-end modules.

4. Hold students accountable for their choices and commitments by accurately and continually tracking student progress.

5. Allow students to learn according to their own rate and style.

MURRAY SCHOOL DISTRICT

Project Title: **EFFECTIVENESS OF A LANGUAGE BASED CLASSROOM**

Project Director: Janice Evans

Purpose: The purpose of this experimental project is to determine the efficacy of a language based classroom project designed to improve the oral language, reading and written language skills across the curriculum of first and second grade students.

Project Summary:

The experimental group and control groups will be drawn from the first and second grade classrooms at two geographically and socioeconomically similar schools in Murray School District. The experimental program will provide a strong oral language component as well as an integrated curriculum. This reflects current concerns of the importance of oral language skills for success in reading and written language and the need for oral language, reading and writing skills to be integrated across curriculum. The control group will be pre- and post tested, then will continue teaching using a basal reader and subject by subject teaching with no oral language skills instruction. Information from this study would assist teachers in deciding if a language based approach is an effective teaching approach. If the program is effective, it would also provide teachers and speech language pathologists with a model for including oral language skills in the classroom.

NEBO SCHOOL DISTRICT

Project Title: **ALTERNATIVE HIGH SCHOOL MODEL ITV INDIVIDUALIZED INSTRUCTIONAL PROGRAM**

Project Director: Phil Bird

Purpose: The purpose of this project is to develop a model of individual instruction for "at risk" high school students and adults.

Project Summary:

The approach will utilize instructional units derived from I.T.V. broadcasting in an open entry/open exit perspective format based on outcome based mastery learning objectives.

NEBO SCHOOL DISTRICT

Project Title: **JR / SR HIGH JAPANESE LANGUAGE INSTRUCTION**
Project Director: Phil Bird

Purpose: The project will refine, adapt and validate instructional lessen materials for teaching Japanese at the junior and senior high levels.

Project Summary:
Presently Japanese is taught at Murray High and Payson High Schools. The development of standardized curriculum materials will correlate with 26 "Let's Learn Japanese" video programs obtained by satellite from Japan. Two veteran Japanese language teachers will review, refine and add testing/enrichment materials to the 26 video programs instructional lessons for teachers at the junior and senior high levels. The program will provide a standardized curriculum for Japanese and involves a consortium of nine school districts.

NEBO SCHOOL DISTRICT

Project Title: **MEASURING IMPROVEMENT IN STUDENT WRITING**
Project Director: Dean Rowley

Purpose: The purpose of this language arts writing ASSESSMENT program is to develop and implement a writing assessment model that is interdisciplinary in nature and produces consistent and effective language utilization.

Nebo School District will provide teachers with new strategies for evaluating language arts skills, specifically in the writing area. Student writing will be evaluated on six scales: ideas and content; organization; word choice; voice or style; sentence fluency; and conventions (grammar, capitalization, punctuation, usage, spelling, paragraphing). Computer-generated reports will enable teachers to return compositions to students and parents in a timely manner with meaningful assessment information that will support and reward continued student mastery of critical language arts skills.

NEBO SCHOOL DISTRICT

Project Title: **TECHNOLOGY SUPPORTED HIGHER ORDER THINKING ENHANCING GLOBAL UNDERSTANDING / COMMUNICATION**
Project Director: Jack W. Leifson

Purpose: The purpose of this project is to fund Springville High School student participation in a global problem solving simulation sponsored by University of Maryland.

Project Summary:
The International Relations course provides the opportunity for high school students to gain first-hand experience in global interaction. Springville High School has been selected as the initiator of high school involvement in Utah. The global simulation is generated by the Univ. of Maryland for a number of team participants from schools throughout the world. Each team is assigned to assume the identity of a real-world nation for the simulation. Teams are required to thoroughly research their nation in preparation for the on-line interactions between countries. Teams communicate by computer link-up with the University of Maryland's "mail-box". Teams also communicate by computer live during on-line conference sessions. One of the major purposes of the simulation is for students to understand the effort and processes involved in making treaties, setting up alliances, and solving global problems. The students participate in these advanced-thinking processes during the on-line computer conferences and through their computerized correspondence.

NORTHERN UTAH EDUCATIONAL SERVICES (NUES)

Project Title: **HEALTH OCCUPATIONS-A VOCATIONAL DISTANCE LEARNING PROJECT**

Project Director: Forrest Smouse

Purpose: The purpose of this project is to develop a Health Occupations Telecourse for use in the N. E. Utah Telelearning Project.

Project Summary:
The entire scope of Telecourse Development from a needs assessment through curriculum development, videotaping and pilot testing will be carried out.

OGDEN SCHOOL DISTRICT

Project Title: **IMPLEMENTATION OF THE PRINCIPLES OF COALITION FOR ESSENTIAL SCHOOLS FOR A HETEROGENEOUS GROUP OF NINTH GRADE STUDENTS AT BEN LOMOND AND OGDEN HIGH SCHOOLS**

Project Director: Larry Jensen

Purpose: The purpose of this project is to refine the essential schools curriculum and process for a heterogeneous group of 9th grade students in two Ogden high Schools.

Project Summary:
Using the nine principles of Dr. Ted Sizer's research for "The Coalition of Essential Schools," the two high schools will continue to address the ninth grade at-risk student needs as well as those of the regular ninth grade population in the subject areas of math, science, social studies, and language arts. In 1991 the

project was funded under a Productivity Grant. Several new components have been added to the project such as:

- Heterogeneous grouping which will ensure a variety of student abilities to provide role models;
- "Family Group" support system;
- Use of audio-visual equipment and material for feedback and formative evaluation of instructional strategies as well as for dissemination of information about the project;
- Use of the nine "Essential Schools" principles as a basis for effective instruction for all students. This program emphasizes the student as an active learner, developing skills to become self-directed, with the teacher as coach.

The agenda will include ongoing communication between teachers, between teacher and student and between teacher and parent regarding student attendance, attitude, assignments, learning styles, and other pertinent student information and progress. Parent involvement as essential collaborators in their children's education will be actively sought in this project. The administrators will work closely with the teachers to assist in accomplishing the goals of mastery of essential skills required to earn credits. The ninth grade students will have a highly personalized schedule in small classes in the four subject areas of math, social studies, science, and language arts. By restructuring the schedule and student class load without increasing the load for other teachers, the designated teachers will work more closely with the participating students in "Family Groups." SEP's (student education plans) will be developed in cooperation with the student, parents and the teacher. Both long term and short term goals will be set for identifying skills to be mastered, and emphasis will be placed on using a variety of instructional strategies to meet the learning styles of students on an individual basis.

PROVO SCHOOL DISTRICT

Project Title: **COLLABORATION FOR RENEWAL: FIVE EVENTS**
Project Director: James Bergera

Purpose: The purpose of this project is to bring the concept of public school and university collaboration for a broad audience.

Project Summary:
This collaboration for renewal project consists of five events, each of which has multi-school, multi-district, multi-university impact:

- Annual Partnership Conference;
- Linking Workshops;
- District Student Collaboration Conferences;
- Partner School Staff Development;
- Partnership Directory.

PROVO SCHOOL DISTRICT

Project Title: **IMPLEMENTATION AND EVALUATION OF A TRUE MIDDLE SCHOOL: FOLLOW-UP TO A PLANNING GRANT**

Project Director: Bob Gentry

Purpose: The purpose of this proposal is to develop and implement a guide to achieving a true middle school in Utah.

Project Summary:
The components will include the following: Development of a research and evaluation component, teacher inservice training, setting up interdisciplinary teams and teacher cross training components.

PROVO SCHOOL DISTRICT

Project Title: **TRAINING ELEMENTARY TEACHERS TO USE THE UTAH ELEMENTARY FOREIGN LANGUAGE VIDEODISC**

Project Director: Art Burnah

Purpose: The purpose of this project is to train one elementary teacher from each Utah school district in the use of the newly developed Utah foreign Language.

Project Summary:
Elementary Videodisc materials will be in their classroom. The training will be composed of two parts, technical and pedagogical.

PROVO SCHOOL DISTRICT

Project Title: **UTAH LINK**

Project Director: Karl Barksdale

Purpose: UTAHLINK was devised in order to pioneer a statewide curriculum server network and modern data communications between regional centers, USOE, universities, districts, schools, teachers and students.

Project Summary:
UTAHLINK 2.0 will demonstrate what is required to build a statewide curriculum network and will meet one of the overriding assumptions of the technology Strategic Action Plan, that is, the creation of a "Statewide Curriculum Server Network which will permit the "dissemination of information to any teacher in the state of Utah." These UTAHLINK projects will also fulfill many of the critical elements of Objective 9, that is, "create a backbone for data, voice, and video communication in public education and bridge to universities, and business/industry for preservice, inservice, and curriculum activities."

SALT LAKE SCHOOL DISTRICT

Project Title: **A SHIFT IN FOCUS TO MEANINGFUL MATHEMATICS EDUCATION**
Project Director: Larry Odom

Purpose: The purpose of this project is to create a curriculum which employs technology to help students solve abstract, mathematical problems.

Project Summary:
Authoring/scripting software will be used as the vehicle to assist students to:

(1) Visualize and understand the process of problem-solving;
(2) Become self-motivated learners; and
(3) Experience cooperative rather than competitive learning.

SALT LAKE SCHOOL DISTRICT

Project Title: **CHARACTER DEVELOPMENT: A HOME, SCHOOL, COMMUNITY AFFAIR**
Project Director: Larry Jensen

Purpose: The purpose of this project is to support a three-school consortium effort to develop a character education program which is integrated and community supported.

Project Summary:
Lowell Elementary, Bryant Intermediate and West High School serve the same community area in Salt Lake City. A cooperative longitudinal character educational program will be developed to serve this student population.

SALT LAKE SCHOOL DISTRICT

Project Title: **HIGHLAND HIGH CHARTER SCHOOL**
Project Director: Ivan Cendese

Purpose: The purpose of this project is to establish ninth grade student learning teams and provide some instructional options with an integrated curriculum emphasis.

Project Summary:
The students will be assessed using a portfolio process and placed in heterogeneous learning groups. A joint project defined by students and guided by the collaborative effort of the teaching team will be undertaken by each learning group. Comprehensive evaluation studies will be carried out on experimental and control groups to determine the levels of student interest, growth and success.

SALT LAKE SCHOOL DISTRICT

Project Title: **IMPLEMENTING LIBRARY SERVICES FOR AT-RISK STUDENTS IN ALTERNATIVE HIGH SCHOOLS: A MODEL PROGRAM**

Project Director: Marian Karpisek

Purpose: The purpose of this project is to set up a three-phase developmental model of library services for At-Risk students in an alternative high school.

Project Summary:

The three phases of service are:

- Phase I Initial basic service for a school with no existing library media program.
- Phase II Extended service including a full-time, professional, library media teacher and more materials and resources provide a model for an expanding program.
- Phase III Full service with resources selected to meet the needs of at risk students.

The project is a collaborative effort involving three alternative high schools in four major school districts along the Wasatch Front. Preliminary research indicates that no alternative high school in the state of Utah meets the Northwest Accreditation Standard for Learning Resources--Instructional Media (Standard IV). The project will provide a prototype of the library resources and services needed by at-risk students in alternative high schools.

SALT LAKE SCHOOL DISTRICT

Project Title: **INFUSING THINKING INTO THE CURRICULUM**

Project Director: James DeNeff

Purpose: The purpose of this project is to implement the use of Graphic Organizers, a unique critical thinking skills strategy at Bachman Elementary.

Project Summary:

A set of strategies that will help teachers attain their content goals through improving students' thinking is being proposed. Dr. Sandra Black of the Northeast Critical Thinking Institute, Boston, Massachusetts, will be working closely with the project staff as they provide thinking strategies in a flexible framework in which meaning can be provided by the teachers and student to the knowledge base. The student internalizes the knowledge through thinking processes such as analysis and evaluation. This project proposes to improve student thinking and will emphasize teaching thinking directly using instructional methods which promote student thoughtfulness, cooperative learning, whole language, learning styles, inductive and inquiry activities.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **LITERACY COHORT COLLABORATIVE PROJECT**
Project Director: Leslie Warshow

Purpose: The purpose of this project is to maintain and further develop the Literacy Cohort Collaborative Project.

Project Summary:
During the 1990-91 school year, approximately 110 special, regular, and gifted elementary education teachers from 25 schools in the Salt Lake City, Park City, Jordan, and Murray School Districts attended a year-long introductory Literacy Cohort Inservice, which studied current reading/writing research as it related to their own beliefs and practices. The goals of this project are to:

a. Formally implement a unique interactive staff development inservice model between teachers and Literacy Cohort Leaders;
b. Provide resources and support for teachers to continue implementing changes in their teaching by extending their understandings of how children learn to read and write;
c. Help teachers make programming and teaching decisions by engaging in reflective and analytical discussions of their new understandings;
d. Provide advanced training for cohort group leaders (trainers) to more effectively support participants and to have locally trained facilitators so this project can be replicated;
e. Replicate this project by establishing an inter-district network of trained teachers who can train other teachers in their districts and throughout Utah, and establishing demonstration classrooms for teachers to visit from throughout the state;
f. Provide a variety of instructional materials.

The project will be implemented differently for the K-3 and the 4-6 Literacy Cohorts in order to test which model more effectively supports teachers in making long lasting changes in their classroom.

K-3 Literacy Cohort
From September to December, the K-3 Literacy Cohorts will be trained in E.L.I.C. (Early Learning Literacy Inservice Course), a staff development course which was developed by the South Australia Department of Education and implemented in other parts of the U.S. It is child centered in that it looks at how children are learning rather than only at what they are learning.

4-6 Literacy Cohort
From September to June, the 4-6 Literacy Cohort will meet monthly during the school day for inservice training by the Cohort group leader. Inservices will include training by local experts and training in Frameworks, a staff development program designed to support literacy learning in the middle grades. This

program will assist educators in putting theory into practice with a close examination of learning language, reading, and writing. Modeling in participant classrooms will also be provided.

SEVIER SCHOOL DISTRICT

Project Title: **RESTRUCTURING OF NORTH SEVIER HIGH SCHOOL**
Project Director: Larry Shumway

Purpose: The purpose of this comprehensive project is to restructure North Sevier High School using a three-strand approach.

Project Summary:
Personnel: Resources in this area will be restructured from 17 nine-month teaching positions to ten 12-month "educational associate" positions. These ten associates will be responsible for planning and carrying out appropriate learning activities to achieve the desired student outcomes. The associate team will develop new structures, new learning strategies, new concepts of curriculum organization, and new systems of decision making. Current NSHS teachers not selected as associates will be absorbed in other Sevier District positions. As needed, assistance will be given for recertification. Learning Activities: Student learning activities will be developed by the associate team to achieve the student outcomes which are self-esteem, concern for others, self directedness, life-long learning skills, process skills (problem solving, decision making, communication) and cognitive abilities (application, analysis, synthesis, and evaluation).

SOUTHEASTERN EDUCATION SERVICE CENTER (SESC)

Project Title: **HIGHER ORDER THINKING SKILLS**
Project Director: Lynn Bills

Purpose: The purpose of this project is to collaborate with Far West Laboratory in the promotion of creative problem solving as an integral part of elementary science instruction.

Project Summary:
Three objectives will be accomplished in the grant activities.

1. Teachers will be able to demonstrate ability to modify existing elementary science lesson plans which cover the state core curriculum skills.
2. Teachers will field test the state developed "authentic" test items in elementary science and will develop grading policies which include these measures.
3. An item pool of problem solving activities and assessment procedures will be generated for common usage.

The project will be accomplished in three phases, each phase requiring one school year to complete. Funding from this grant will help complete the initial phase of the proposal.

Phase 1) Two teachers from each elementary school in the southeast region of the state will be trained to be mentor teachers for their school in the problem solving and assessment process.

Phase 2) The two teachers trained as mentors in Phase 1 of the program will train the teachers in their respective schools in the problem solving and assessment process.

Phase 3) A data pool of all problem solving activities and assessment procedures will be collected and a procedure will be implemented for disseminating the information.

SOUTH SANPETE SCHOOL DISTRICT

Project Title: **STRUCTURAL REFORM OF EPHRAIM MIDDLE SCHOOL**

Project Director: Lewis Mullins

Purpose: The purpose of this project is to provide a model for middle school reform which would include:

Project Summary:

- A daily schedule which would include two integrated classes rather than six individual classes. Thus teachers would have classroom contact with 60 students per day rather than the traditional 180 students. Teaching modules will be impacted from the Delta, Colorado models, Far West Laboratory and original modules developed by school staff.

- The teachers roles will shift from the traditional teaching paradigm to one of researcher and facilitator, changing the classroom from teacher-centeredness to student-centeredness. Students' general feelings of worth will be enhanced through techniques which address learning styles, learning rates, and a feeling of being needed by other team members.

- The Utah State Core Curriculum will be integrated to allow the teaching of concepts across subject areas. Student teams will approach learning mastery through real-life problem-solving which intertwines more than one subject area. The learning-teams will develop core concepts in an atmosphere of problem-solving and decision-making using data gathering and research. Areas that we feel need to be integrated into the core curriculum are economics of work, human relations, career-planning, and computer manipulation--all important to the workplace of the twenty-first century.

UINTAH SCHOOL DISTRICT

Project Title: **LANGUAGE ARTS IMPROVEMENT USING TALENTS & OBJECTIVE-BASED ASSESSMENT**

Project Director: Francis Emery

Purpose: The purpose of this project is to develop objective-based report cards for Kindergarten through five and to integrate talents unlimited and whole language concepts district wide.

GOVERNOR'S AWARDS FOR EXCELLENCE

"The Governor's Awards for Excellence was established by Governor Norman H. Bangerter to honor and reward some of Utah's finest public schools. To date, 40 excellent schools have received this prestigious recognition."

Steven Mecham, Associate Superintendent. Instructional Services Division, Utah State Office of Education - 1993

GOVERNOR'S AWARDS FOR EXCELLENCE

OVERVIEW

The purposes of the Governor's Awards for Excellence are to identify, recognize, and reward 20 Utah public schools that are unusually successful in meeting the educational needs of children and demonstrate improvement over past performance. Each school selected receives a $10,000 cash award in recognition of their achievement.

The schools were selected by an evaluation committee and judged on the basis of an application form completed by the school. The Governor and the selection committee recognized that there are variables beyond the control of public education that influence student outcomes. Consideration was given the following to be essential characteristics of a school of excellence:

- Each student finds success in the acquisition of learning.
- Each student attains at least minimum levels of competence.
- Schools recognize and accommodate different needs and learning styles of students.
- All students are respected and their individual rights are honored.

This initiative is intended to identify schools that are successful in raising the achievement level of pupils. It is important to note that in the process of reviewing the applications, all descriptions of success were considered in the context of the student population served.

For further information regarding the Governor's Awards for Excellence contact:

Larry Horyna, Coordinator
Project Assistance Services Section
Utah State Office of Education
(801) 538-7824

GOVERNOR'S AWARDS FOR EXCELLENCE

ABSTRACTS SUMMARY

Following are abstracts of the 40 schools that were recipients of the Governor's Awards for Excellence during 1991 and 1992.

ALTARA ELEMENTARY SCHOOL **Year 1991**

School District: Jordan School District
Principal: Max B. Welcker
Enrollment: 1,178 students Teachers 45

Project Description
Altara Elementary is a suburban year-round school that has one of the largest K-6 enrollments in Utah.

Project Summary
Among Altara's outstanding characteristics is the very positive learning climate it creates through a high level of mutual trust and respect shared by students, teachers, and parents; ongoing self-esteem-building programs in every classroom; and multiple rewards and reinforcements for student success by means of both verbal praise and formal recognition. Altara teachers have a thorough understanding of the developmental stages of children; address individual student needs through goal-setting, one-on-one tutoring, and feedback; and, provide a colorful, inviting, and stimulating atmosphere that makes everyone glad to be at school.

BARRATT ELEMENTARY SCHOOL **Year 1992**

School District: Alpine School District
Principal: Roger L. Olsen
Enrollment: 635 students Teachers 26

Project Description
Barratt Elementary is a small town school serving a mixed socio-economic, predominately white population reflecting the community's pioneer heritage.

Project Summary
Barratt empowers its students to be full partners in learning through the "Christmas Store" corporation that teaches the free enterprise system; older-student tutoring of kindergartners and first graders and of severely handicapped students at near-by Petersen School; and the class story, an annual joint project in writing and publishing to which the entire fourth grade contributes. From August, 1991, to January, 1992, Barratt parents donated over 2,000 volunteer

hours of support to various school activities. This year, Barratt second graders achieved the district's highest ACT reading scores. An innovative project in historical technology challenges fifth graders to discover, for example, how explorers navigated by using the sun and stars, stimulating youngsters to develop critical thinking skills.

BINGHAM HIGH SCHOOL **Year 1991**

School District: Jordan School District
Principal: Denny K. Carlisle
Enrollment: 1,925 students Teachers 75

Project Description
Bingham High is a suburban school proud of its origin to serve local communities of copper miners in the 1920s.

Project Summary
Among Bingham's outstanding characteristics are the opportunities it offers students to become full partners in their education such as the Autonomous Learner Program which allows exceptionally capable students to pursue topics of special interest beyond the scope of the regular curriculum in greater depth than would normally be possible and to begin their college studies. Other examples are: the management of a children's shopping center at South Towne Mall by vocational marketing students who are successfully running a retail business and a pilot program enabling severely handicapped students to hold jobs in the community and acquire the life skills to survive in society.

BONNEVILLE ELEMENTARY SCHOOL **Year 1991**

School District: Salt Lake City School District
Principal: Shauna M. Carl
Enrollment: 580 students Teachers 24

Project Description
Bonneville Elementary is an urban school serving a steadily growing upper-middle class student population.

Project Summary
Among Bonneville's outstanding characteristics is the unusually high quality of its educational program and instruction, such as having a full-time library media teacher who: responds to the interests of individual teachers and students and searches for and finds materials to meet their specific needs as they plan lessons and complete projects; and actively teaches a custom-designed library media curriculum and set of goals that focus on teaching students library use and research skills that expose them to good literature, periodicals of all kinds, and reference works, and empower them with the tools to develop into resourceful, self-directed, and lifelong learners.

BRYANT INTERMEDIATE SCHOOL — Year 1991

School District: Salt Lake City School District
Principal: Larry N. Jensen
Enrollment: 585 Students Teachers 27

Project Description
Bryant Intermediate is an urban 7-9 school serving students of mixed racial, ethnic, and socio-economic backgrounds.

Project Summary
Among Bryant's outstanding characteristics is its mission to provide a uniquely cooperative environment to educate, stimulate, and nurture the continuing intellectual, social, and personal growth of its students. Bryant accomplishes this by linking the development of their thinking skills, knowledge, character, and values with the cultural diversity of its community. A mentoring program is underway that places students in contact with adult role models who share their own racial and/or ethnic and cultural heritage and who guide and counsel them in their educational progress to reach their individual goals and at the same time promote multi-cultural education for the school as a whole.

CANYON CREST ELEMENTARY SCHOOL — Year 1992

School District: Provo School District
Principal: Karla M. Thompson
Enrollment: 670 students Teachers 36

Project Description
Canyon Crest Elementary is a middle socio-economic cluster school which serves Special Education children from throughout Provo.

Project Summary
Canyon Crest has a "Students Helping Students" program in which sixth graders give Special Ed kids one-on-one help in the computer lab. Other activities are an after-school homework center and student honor patrol. Some Friday afternoon Quest classes are bowling, cooking, and ukulele. Before-school foreign language classes include German, French, and Spanish. Great Brain projects are popular. On Super Saturdays, community professionals share their expertise in science, art, dance, and cultures. Parents are invited to curriculum inservice meetings, substitute training seminars, family library nights, and parenting classes. Diminishing reliance on textbooks in reading, science, social studies, spelling, writing, and math promotes authentic hands-on learning and relating one area of study to another.

CENTERVILLE ELEMENTARY SCHOOL — Year 1992

School District: Davis School District
Principal: Ofelia G. Wade
Enrollment: 605 students Teachers 24

Project Description
Centerville Elementary is a suburban school which serves approximately 200 students from neighboring West Bountiful as well as local handicapped students.

Project Summary
Centerville promotes student ownership in their own learning through self-selected science, social studies, reading, creative writing, and art projects; extensive use of Talents Unlimited and Cooperative Learning strategies; and after-school enrichment "Excel" opportunities in computer technology, foreign language, sewing, and public speaking. Its PTA and community sponsors have provided generous financial support to strengthen the school's teaching and learning resources. Centerville has an outstanding record for teacher inservice, a spirit of interdependent professional networking among the faculty, and parent volunteer training. The schoolwide 1991 Criterion Referenced Test results for Centerville in math, reading, and science exceeded both district and state averages.

DAVIS ELEMENTARY SCHOOL — Year 1992

School District: Uintah School District
Principal: Dixie L. Allen
Enrollment: 364 students Teachers 17

Project Description
Davis Elementary is a rural school serving a stable, low socio-economic population rich in parental support and community pride.

Project Summary
Davis offers extended learning opportunities such as Odyssey of the Mind, Great Brain, Geography Bee, and History Fair/Science Fair. These projects help students to master process skills and to become more self-directed as well as to apply academics and become creative. Teachers are developing Whole Language concepts which range across the curriculum to teach language arts in science, social studies, and the arts. The school is also integrating Whole Language with Talents Unlimited, providing a rich environment for unique, hands-on learning that captures the individual student's curiosity and imagination. Each year, through a partnership with Utah State University, Davis teachers train elementary education student teachers. Davis believes one of its greatest assets is a continuous desire to improve.

EASTWOOD ELEMENTARY SCHOOL — Year 1992

School District: Granite School District
Principal: Carol Beasley
Enrollment: 506 students — Teachers 19

Project Description
Eastwood Elementary is a mid-sized suburban school of middle socio-economic status which accepts special permit students from outside its neighborhood.

Project Summary
Eastwood strives to combine high academic expectations with a positive learning environment while fostering respect for each child's uniqueness. This year, cooperative learning projects have resulted. In one class per grade level from kindergarten through grade four, "co-op parents" volunteer three hours per week. Coordinated and supervised by the teacher, they assist in instruction within the classroom. This allows Eastwood students to benefit from extensive small-group instruction in computers, science, social studies, history, literature, music, art, and physical education, as well as extra tutoring in math and reading. The classroom teacher acts as an artisan, integrating the state core curriculum with the talents and knowledge of the parents for a remarkably rich and diverse classroom experience.

FERRON ELEMENTARY SCHOOL — Year 1992

School District: Emery School District
Principal: Kathleen B. Petersen
Enrollment: 430 students — Teachers 20

Project Description
Ferron Elementary is a rural school serving students of middle socio-economic backgrounds. A growing number are likely to pursue post-secondary education.

Project Summary
Ferron faculty members are committed to developing the knowledge base of all students and to teaching them the value of work and the importance of ethical, caring citizenship. Students and parents are given the option to review the curriculum and instructional methods of teachers and to request in writing the teacher or classroom of their choice. Although all teachers teach most core subjects, an effort is made to place students with specific talents and interests with teachers who offer special emphasis in that particular area. Three peer coaches and seven mentor teachers have been trained in both Mastery Learning and clinical supervision. Last year, all 3rd, 4th, 5th, and 6th graders took a 50-lesson keyboarding class. This year, every Ferron student is receiving 90 minutes of computer assisted math and reading per week.

FOUNTAIN GREEN ELEMENTARY SCHOOL — Year 1991

School District: North Sanpete School District
Principal: Clark M. Walker
Enrollment: 106 students Teachers 5

Project Description
Fountain Green Elementary is a small rural school serving many students from low socio-economic backgrounds.

Project Summary
Among Fountain Green's outstanding characteristics is its progressive application of educational technology through: a 16-computer laboratory with a digicard file server network; mastery of keyboarding and function keys by all students K-5; personal student disc files to monitor homework and evaluate daily progress; a computer-managed math grading and practice/drill program; computerized language and literature exploration which integrates math, science, social studies, and reading; supervised evening public/community access to the computer lab; and laser disc/bar code technology for whole group instruction, individual practice and review, teacher test design, and student research.

GENEVA ELEMENTARY SCHOOL — Year 1992

School District: Alpine School District
Principal: Wayne Crabb
Enrollment: 620 students Teachers 30

Project Description
Alpine District's oldest urban school, Geneva Elementary serves many Chapter 1, Special Education, and other students from low socio-economic backgrounds.

Project Summary
Geneva is reaping benefits in terms of both its instructional programs and its public image from strong partnerships with community businesses which reward academic achievement as well as good citizenship. A four-year-old partnership with Geneva Steel Company provides annual mini-grants that encourage teacher creativity and student pride. An active student council representing grades three through six serves as liaison with the principal and its president is a member of the school's Site-Based Decision Sharing Committee. Other outstanding programs at Geneva include Mastery Learning, academic competition teams, a WICAT computer lab, the Guardian Angels/student hall monitors, services for students at risk, and dance and arts festivals. Geneva is making impressive progress in student achievement.

HAWTHORNE ELEMENTARY SCHOOL

Year 1992

School District: Salt Lake City School District
Principal: Cosette Joesten
Enrollment: 670 students Teachers 32

Project Description

Hawthorne Elementary serves a diverse student population from low-to-middle income young, single-parent, dual-working, and traditional families.

Project Summary

Hawthorne's mobility rate has steadily decreased from 44 per cent in 1988 to 29 per cent in 1991 due to staff effort to provide an attractive and caring learning environment. The school reflects its central city neighborhood's acceptance of a diversity of ideas, skills, beliefs, and cultural backgrounds. The faculty has received intensive training in effective lesson design, understanding learning styles, teaching thinking skills, and cooperative learning. Hawthorne's parents and teachers take advantage of every available resource including a dedicated corps of volunteers. Gifted Extended Learning Program students participate in Future Problem Solving and Olympics of the Mind. Teachers in grades 4-6 use a computer grading program that can provide weekly or monthly printouts of student progress to parents.

HIGHLAND HIGH SCHOOL

Year 1992

School District: Salt Lake City School District
Principal: W. Ivan Cendese
Enrollment: 2,220 students Teachers 93

Project Description

Highland High is Salt Lake City's largest high school with a student population of Afro-American, Hispanic, South East Asian, American Indian, and Caucasian.

Project Summary

Highland offers an advanced placement, honors, regular, and basic skills curriculum as well as classes for intellectually and physically handicapped. Experience-Based Career Education enables juniors and seniors to use the community as a learning site. A science student may work on a research experiment with a local scientist and a business student attend professional business meetings. Highland's Charter School joins teachers in multi-disciplinary teams to make curriculum more relevant and meaningful by integrating English, social science, and biology. This encourages collegiality and mentorships and the linking of theory with practice. A magnet school for 180 ESL students, Highland also houses a Port of Entry language program that gradually mainstreams Limited English Proficiency students.

HILLCREST ELEMENTARY SCHOOL — Year 1992

School District: Logan School District
Principal: David O. Welch
Enrollment: 491 students Teachers 21

Project Description
Hillcrest Elementary is a suburban school serving students ranging across all socio-economic levels and representing more than 30 countries.

Project Summary
Hillcrest enjoys an exceptionally high level of parental and community involvement. Over 80 per cent of all students had one or both parents join the PTA during 1991-92; 100 per cent of the faculty are PTA members; and 5,000 volunteer hours have been spent each year for the past five years resulting in successful fundraising events making it possible to purchase computers for each classroom.
Cooperative learning, peer and cross-grade tutoring, direct instruction, precision teaching, and individualized instruction are utilized to accommodate the varied learning styles of students. Hillcrest's 1991 SAT Total Basic Battery test scores found Hillcrest fifth graders performing at the 76th percentile, placing it within the top three per cent of all Utah elementary schools.

HILLCREST HIGH SCHOOL — Year 1991

School District: Jordan School District
Principal: Ted P. Lovato
Enrollment: 2,130 students Teachers 90

Project Description
Hillcrest High is a large suburban school which serves an exceptionally diverse socio-economic student population.

Project Summary
Among Hillcrest's outstanding characteristics is a high level of parental and community involvement through such means as the Renaissance Program which rewards students through support from local clothing, food, floral, haircut, and other businesses in the form of valuable discount coupons and significant gifts. The program is intended to recognize the average majority for improving their grades, good attendance, and simply being good citizens who make the classroom experience a positive endeavor for all. Hillcrest also facilitates parental co-partnership in the educational process by permitting parents to attend regular class sessions and discuss concerns openly with administrators, counselors, and teachers.

JORDAN DISTRICT TECHNICAL CENTER — Year 1992

School District: Jordan School District
Principal: John M. Taylor
Enrollment: 619 students Teachers 21

Project Description
The Jordan Technical Center offers district students from all socio-economic backgrounds specialized vocational-technical training.

Project Summary
The Jordan Center tests all students who enroll for the three-period morning or afternoon segment of their school day to determine their math, reading, interest levels, and learning style. That information is then utilized to personalize learning for students. Each instructor has years of business and industry on-the-job experience as well as teacher certification. This on-site experience helps keep the Center curriculum up-to-date and helps students get a real-world grasp of the evolving job market. Each student's progress toward his or her specific occupational goal is consistently monitored and governed by completion of competency-based modules validated by business and industry. Applied learning in construction and computer repair and on-site medical and business internships are an integral part of the curriculum.

KNOWLTON ELEMENTARY SCHOOL — Year 1991

School District: Davis School District
Principal: L. Glen Tonge
Enrollment: 887 students Teachers 33

Project Description
Knowlton Elementary is a small-town, year-round school serving a growing student body of mixed socio-economic status.

Project Summary
Among Knowlton's outstanding characteristics is high student academic achievement as shown by test scores that consistently rank above both district and state levels in fifth grade end-of-level standings in reading, music, math, and science, and reflect the school's unusual attention to student mastery of basic skills and competencies. Knowlton's SAT scores in fall, 1990, were 65 in reading compared to a 55 state and district average; 68 in math compared to 60 and 57; 53 in language compared to 47 and 45; 63 in basic total compared to 53 and 52; and scores in science and social science which similarly exceeded both state and district norms.

LINCOLN ELEMENTARY SCHOOL — Year 1992

School District: Cache School District
Principal: William Bertolio
Enrollment: 598 students Teachers 22

Project Description
Lincoln Elementary is serving a small town/rural school serving the district's largest number of non-English speaking students and many single parent families.

Project Summary
Lincoln's Site-Based Decision-Making team has been a catalyst for restructuring through such efforts as personalized student education plans, Outcome-Based Education and ODDM, and the Success Connections Model for school improvement which urges educators to seek answers to what they want, know, believe and do. Lincoln works cooperatively with Utah State University in inservice and workshop opportunities and collaborative child care. A schoolwide minimum is set of 90 per cent student mastery of objectives. Faculty and support staff at Lincoln feel secure that they are working in a climate of trust where risk taking is encouraged, mistakes, not negligence, are supported rather than condemned, and people can grow as they function as central figures in the teaching-learning process.

LOGAN HIGH SCHOOL — Year 1992

School District: Logan School District
Principal: Rulon Olsen
Enrollment: 1,417 students Teachers 56

Project Description
Logan High is a citywide school serving a middle socio-economic population on a historical five-building campus.

Project Summary
Logan has rigorous academic requirements but is flexible in offering unique programs of learning and accelerated graduation alternatives to help students reach their goals. Each entering ninth grader receives a home visit by a counselor, teacher, or administrator setting in motion a four-year individualized plan that can be shaped from among more than 170 class offerings. Logan High students can get a head start on their post-secondary education through concurrent enrollment at Utah State University, or prepare for vocational-technical careers and earn high school graduation credits at the same time through classes at Bridgerland Applied Technology Center. Among unique co-curricular activities are a summer tour of Silicon Valley, science study in the Tetons, and Germany Exchange Program.

LONE PEAK ELEMENTARY SCHOOL — Year 1991

School District: Jordan School District
Principal: Keith D. Wilson
Enrollment: 1,061 students — Teachers 39

Project Description
Lone Peak Elementary is a suburban year-round school that is growing at the rate of approximately 10 per cent per year.

Project Summary
Among Lone Peak's outstanding characteristics is the quality and commitment of its administration, teaching, and support staff as shown by: its highly competent and dedicated principal who has been honored by many professional and community organizations; its teachers who have 350 years of collective experience, a high career ladder participation rate, and include a composer of music, two published authors, law-related experts, an oceanographer, archaeologist, geologist, and Shakespearean specialist; and a conscientious custodial, secretarial, teacher aide, lunchroom, and volunteer staff and PTA who go out of their way to assist and encourage students and build their self-confidence.

MILLCREEK HIGH SCHOOL — Year 1991

School District: Washington School District
Principal: Terry G. Carr
Enrollment: 141 students — Teachers 8

Project Description
Millcreek High is an alternative 9-12 school serving at-risk students who need special help to complete requirements for graduation.

Project Summary
Among Millcreek's outstanding characteristics is high expectations for behavior. The students decide what time their school day begins and ends within the 8:30 a.m. to 9:30 p.m. timeframe when the school is open; take an average of five classes; are accountable for excusing themselves when necessary; work closely with their teacher advisors to complete personalized education plans; are allowed to work at their own pace to complete all course assignments; receive encouragement, counseling, employment/placement services, and vocational apprenticeship and college information; and are treated as competent and responsible adults. Millcreek is transforming potential drop outs into successful, contributing citizens.

MILLVILLE ELEMENTARY SCHOOL — Year 1991

School District: Cache School District
Principal: Mary J. Cadez
Enrollment: 664 students Teachers 24

Project Description
Millville Elementary is a small town school with many parents who are engaged in agricultural and maintenance occupations.

Project Summary

Among Millville's outstanding characteristics is a high level of satisfaction among parents, teachers, staff, and administration due to teacher committees and an active building advisory committee composed of the principal, parents, and classified employees. These committees seek to resolve problems by making those involved responsible for devising appropriate solutions, thereby strengthening their feelings of ownership in the school and its success, and personal pride in the accomplishments they have brought about through shared decision making. The principal listens and is sensitive to child, parent, and staff concerns and enjoys their enthusiastic support.

MORGAN ELEMENTARY SCHOOL — Year 1992

School District: Morgan School District
Principal: Paul R. Mecham
Enrollment: 718 students Teachers 30

Project Description
Morgan Elementary is a rural school of middle socio-economic status with rising enrollment and a growing number of students from non-traditional families

Project Summary
Morgan conducts pre-school and Head Start to enhance the success of high-risk children. Cooperative learning projects have included a second grade grouping that produced stories for the Primary Children's Medical Center and a K-2 interactive physical education program with Morgan High. Teachers support the self-directed learner by monitoring students on a continuous day-to-day basis for performance and potential that point the way to unique talents. Morgan's "Combination for Unlocking Learning" is an instructional process that intentionally reaches out to each student according to his or her learning style. SAT scores exceed state norms in every subject except math and exceed state expectations for schools serving similar populations. Morgan's PTA is purchasing new math manipulatives for the 1992-93 year.

MORNINGSIDE ELEMENTARY SCHOOL — Year 1992

School District: Granite School District
Principal: Susan F. Denton
Enrollment: 628 students Teachers 25

Project Description
Morningside Elementary is a mid-sized suburban school of middle socio-economic status with a less than three per cent minority student population.

Project Summary
Morningside teaches all students the K-12 state drug abuse prevention curriculum and Positive Action self-esteem program. Over the past 18 months, an IBM computer lab has been purchased with Educational Technology Initiative funds, Incentives for Excellence matching grant funds, PTA fundraiser money, and Student Council fundraiser money. Plans are being implemented to increase the amount of time science is taught per week, team teaching of science at each grade level, and making major improvements in "hands-on" science lab equipment and supplies across all grade levels. Cross-age tutoring of third graders by fifth graders is in its second year and more than 30 sixth graders have been trained by the school counselor to tutor kindergarten children. Teachers participate actively in decision making.

MURRAY HIGH SCHOOL — Year 1991

School District: Murray School District
Principal: Richard R. Tranter
Enrollment: 1,125 students Teachers 54

Project Description
Murray High is a suburban school serving a broad spectrum of middle class and 30 per cent single parent families.

Project Summary
Among Murray's outstanding characteristics is strong community support and involvement such as the Murray City Youth Government Program in which: the mayor of Murray and city employees donate countless hours helping students set up a model city government; and students shadow public officials, lunch with their real government counterparts, and design their own beautification and homeless assistance projects. Recently, Murray students learned about the principles of wetland preservation in connection with Earth Day and acted as guides for the Jordan River Parkway and as instructors on the benefits of conserving Murray City's natural resources.

NORTHRIDGE ELEMENTARY SCHOOL

Year 1992

School District: Alpine School District
Principal: Bruce Farrer
Enrollment: 1,127 students Teachers 36

Project Description
The largest elementary school in Alpine District, Northridge Elementary serves mostly white but often bilingual families, many of whom have spent time abroad.

Project Summary
Northridge strives to meet the individual needs of each student in a caring and sensitive manner through a broad range of resource and enrichment programs, despite unusually high enrollment, large class sizes, and an extended-day schedule. It was a pilot school for the DARE (Drug Awareness Resistance Education) program and is involved in school renewal and strategic planning as a member of the partnership of Brigham Young University with public schools. Gifted students do peer coaching and special needs students are served by a team comprised of two teachers, a counselor, a speech therapist, and an aide for the hearing-impaired. In a recent survey, Northridge placed highest in the district in terms of the number and diversity of its course offerings spanning every facet of the core curriculum.

OREM HIGH SCHOOL

Year 1992

School District: Alpine School District
Principal: John W. Childs
Enrollment: 2,070 students Teachers 91

Project Description
Orem High is a large suburban school which has been operating since 1956 and serves a mixed socio-economic student body.

Project Summary
Orem teachers rotate to honor a Student of the Day who performs well or tries extra hard to succeed. One of the first schools in the state to promote active student involvement in Channel 1 educational television, Orem assigns interested students a faculty mentor to complete a proficiency-based project through the Extended Interactive Learning (EIL) program. Such projects as scientific experiments And Olympic skill training have enhanced the grasp of gifted students of their unique potential and sparked new approaches to evaluation and assessment. A new Unified Studies program promotes active participation in community service. Orem has ranked highest in district SAT scores for the past two years. Foreign languages taught include Spanish, German, Russian, Japanese, and a pilot computer course in French.

PLEASANT GROVE JUNIOR HIGH SCHOOL — Year 1992

School District: Alpine School District
Principal: James E. Starr
Enrollment: 1,546 students — Teachers 45

Project Description
Pleasant Grove Junior High is a suburban school with a four per cent Hispanic student population and students from all socio-economic backgrounds,

Project Summary
Pleasant Grove Junior High was among the first 20 secondary schools in Utah to pilot the Comprehensive Counseling and Guidance Model focusing on an in-depth guidance curriculum, the SEOP (Student Educational-Occupational Plans), and crisis intervention/mental health services. Students play an active role in their own education by managing the school store, working in the lunchroom, library, and office, writing for the school newspaper, solving student problems through the student council, and developing learning units which make use of their own poems, objects, books, and pictures as resources for enrichment and enhanced understanding. Pleasant Grove Junior High students enjoy the Logo Writer problem solving program and produce publications using the IBM lab, WordPerfect, DrawPerfect, and the Novel Network.

REES ELEMENTARY SCHOOL — Year 1992

School District: Nebo School District
Principal: Ray Mecham
Enrollment: 300 students — Teachers 15

Project Description
Rees Elementary is a small town school of mixed socio-economic status with an eight per cent minority student population.

Project Summary
Rees is a 75-year-old school with a pioneer heritage that is appreciated and cared for. Together, teachers and students formulate a set of agreements, not rules, as a behavior guideline. Relationships transcend traditional grade/class boundaries through Big Friendly Groups (BFGs): every student is assigned to a multi-age support group (ages 6-10) that meets daily with a teacher advisor and remains together through the whole elementary school experience. Community involvement includes Mt. View Hospital presentations and tours, wilderness school, American Legion programs for Flag Day and Veterans Day, and planting trees for the U.S. Forest Service. Learning is assessed through such innovative methods as portfolios, videos, journals, hands-on tests, dioramas, share fairs, and peer testing.

SALEM ELEMENTARY SCHOOL **Year 1991**

School District: Nebo School District
Principal: Brent R. Hawkins
Enrollment: 625 students Teachers 23

Project Description
Salem Elementary is a rural and small town school with an evolving student body of mixed socio-economic status.

Project Summary
Among Salem's outstanding characteristics is a positive learning climate that fosters the self-esteem of each child through: a high-quality physical environment including well-kept hallways and grounds, traveling art exhibits and current displays of student work, and a new Animal Life Science Center featuring an aquarium, terrarium, and facility for exhibiting students' pets; and programs that promote the healthy emotional well-being of students such as photos of students "Caught Doing Good", desktop motivators, student spotlights, and classwide rewards. Student participation in Great Brain projects, Mountain Men assemblies, and the Salem Superstar Singers further enrich their learning.

SPRING CITY ELEMENTARY SCHOOL **Year 1991**

School District: North Sanpete School District
Principal: Avrin Brotherson
Enrollment: 158 students Teachers 6

Project Description
Spring City Elementary is a small town school serving an area with one of the lowest per capita income rates in Utah.

Project Summary
Among Spring City's outstanding characteristics is high student achievement with the highest test scores in the district that consistently exceed state averages due to cohesive staff dedication to educational excellence and strong community support. 1990-91 Spring City test scores bested statewide averages by 81 to 60 in math, 63 to 53 in reading, 57 to 48 in English, 64 to 52 in science, 55 to 55 in social studies, and 68 to 53 in the total test battery average. Teachers have recently been trained in Cooperative Learning, Writing Process, Learning Styles, Control-Theory/Reality Therapy, Performance-Based Assessment, Thinking Skills, and Relational Learning.

SPRUCEWOOD ELEMENTARY SCHOOL — Year 1991

School District: Jordan School District
Principal: Susan A. Turner
Enrollment: 742 students Teachers 38

Project Description
Sprucewood Elementary is a suburban school serving a student body of primarily high socio-economic status.

Project Summary
Among Sprucewood's outstanding characteristics is quality education programs and instruction such as: a strong phonetic base for reading; hands-on experiences in arts and humanities; student-run economics projects and businesses; historical event enactment's such as the Mayflower voyage; holistic teaching of math problem solving and computation skills; hands-on science activities; and a well-developed program for the assessment of student progress that welcomes parental input on student assignments and enables teachers to continually monitor student progress. There is ongoing emphasis on the acquisition and application of sound study skills by every student.

SUNSET VIEW ELEMENTARY SCHOOL — Year 1991

School District: Provo School District
Principal: Patti Harrington
Enrollment: 800 students Teachers 32

Project Description
Sunset View Elementary is a suburban multi-track, year-round school integrating students with learning disabilities.

Project Summary
Among Sunset View's outstanding characteristics is a very high degree of satisfaction among parents, teachers, staff, and administration. Not one teacher has transferred from Sunset View in the past five years for any reason other than family needs. Each year some 50 students who live outside of the boundaries of Sunset View seek special permission to attend the school. Secretaries and teachers alike cite their coworkers as a primary reason for their satisfaction with Sunset View, where they perceive a genuine warmth and spirit of helping one another rather than friction. Teachers feel the school is a part of their own identity and that it is a safe and nurturing place for them as well as for their students.

TAYLOR ELEMENTARY SCHOOL — Year 1992

School District: Nebo School District
Principal: J. Lynn Jones
Enrollment: 400 students — Teachers 14

Project Description
Taylor Elementary is a small town school also serving rural West Mountain and enrolls many non-English speaking children of migrant farm workers.

Project Summary
Taylor teachers use curriculum programs and strategies that encourage student responsibility for learning. ParentLink, a computerized telephone communication system, is a valuable tool to help parents and children keep current on daily assignments. Students set their own goals in areas of academics, physical fitness, and social and emotional well being. A local dairy farmer has donated funds toward science equipment, books, and computer software. Businesses, the PTA, and interested patrons provide prizes for the annual Science Fair in which nearly all students participate. A 300 per cent increase in PTA membership this year has resulted in over 1,500 hours of donated time. Third, fourth, and fifth grade teams have placed first in the state in the American Enterprises Computer Competition.

TIMPANOGOS ELEMENTARY SCHOOL — Year 1991

School District: Provo School District
Principal: Rosemarie Smith
Enrollment: 752 students — Teachers 30

Project Description
Timpanogos Elementary is an urban school with a 65 per cent turnover rate and the largest Chapter I program in the district.

Project Summary
Among Timpanogos' outstanding characteristics that make students full partners in learning is an early release time for teachers and students to set up a Student Education Plan whereby teachers meet in the student's home with the student and his/her parent or guardian in early afternoon, during the evening, or even on weekends. This exceptional effort to communicate and build partnerships between the school and the home provides one-on-one quality time, establishes trust and an informal grasp of the child's home environment and consequent needs, and sets in motion an action plan for academic and social improvement that is more likely to succeed because of the at-home contact.

TIMPVIEW HIGH SCHOOL — Year 1991

School District: Provo School District
Principal: Randall J. Merrill
Enrollment: 1,750 students — Teachers 86

Project Description
Timpview High is a suburban school serving a student body ranging from high to low socio-economic status.

Project Summary
Among Timpview's outstanding characteristics is its strong and varied applications of technology such as: consolidated reports on student homework, behavior, attendance and tardies; Dynix access to the holdings of public and other school libraries in the district; CDE-Rom Tom automated periodical search; PC Chalkboard; Word Perfect E-Mail; textbook accounting interface; overhead projector hook-up plans for science instrumentation offering state-of-the-art capabilities; and interactive laser video programs for vocational education, art, and foreign language. Now nearing completion is a closed-circuit television system in all classrooms that will permit simultaneous schoolwide broadcasts.

WASATCH ELEMENTARY SCHOOL — Year 1991

School District: Salt Lake City School District
Principal: Corrine P. Hill
Enrollment: 596 students — Teachers 24

Project Description
Wasatch Elementary is an urban school serving a mobile and multi-cultural student body that ranges across all socio-economic levels.

Project Summary
Among Wasatch's outstanding characteristics is the quality and commitment of its professional staff members. They care about each other as friends as well as colleagues, teach one another in a spirit of mutual cooperation rather than competition, share in making major curriculum decisions, and feel secure in developing their own unique teaching styles, pursuing advanced degrees, and taking risks that generate new ideas and enhance their professional growth. Wasatch has made thinking skills and problem solving a critical part of learning for every student. The principal believes that teachers are most effective if they remain active and excited about life and learning themselves.

WEST HIGH SCHOOL **Year 1991**

School District: Salt Lake City School District
Principal: Harold J. Trussel
Enrollment: 1,856 students Teachers 80

Project Description
West High is Utah's oldest high school (100 years) and serves students from many races, cultures, and economic levels.

Project Summary
Among West's outstanding characteristics is its status as the only senior high school in the district to host the Extended Learning Magnet Program that permits academically gifted seventh and eighth graders to enter the high school setting to enhance and broaden their educational opportunities. This program, an interdisciplinary approach to learning, provides a strong critical mass to stimulate academic vigor among all West students and is evidence of the school's resilience, positive self-image, and ready acceptance of diversity. The International Baccalaureate Program is additional evidence that West High encourages all students to reach beyond classroom and cultural boundaries.

WESTRIDGE ELEMENTARY SCHOOL **Year 1991**

School District: Provo School District
Principal: John W. Bone
Enrollment: 937 students Teachers 35

Project Description
Westridge is Utah's oldest year-round school and serves a suburban and mixed socio-economic student population.

Project Summary
Among Westridge's outstanding characteristics is its innovative team teaching model involving Special Education Self-Contained teachers and regular education teachers who interact and strengthen each other's perspective and insight. Students in all special education classes are mainstreamed as rapidly as possible into the regular program, either in group activities or individually. Mainstreaming aides work with these students as they first enter the regular program to ease the process of transition, help to meet unforeseen needs as they happen, and encourage social and academic progress. Successfully mainstreamed students are then returned to their home schools.

NATIONAL DIFFUSION NETWORK

(NDN)

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"The National Diffusion Network (NDN) can play a critical role in attainment of the National educational goals. The NDN is a dissemination program which strives to eliminate the need to 'reinvent the wheel.' It is based on the assumption that successful programs have been developed to meet critical needs, and that schools throughout the Nation could benefit by using them at a fraction of the original development cost."

Eve Bither, Director, Programs for the Improvement of Practice - January 1993

NATIONAL DIFFUSION NETWORK

A BRIEF HISTORY

Since its establishment in 1974 by the U.S. Department of Education, the National Diffusion Network (NDN) has been dedicated to helping local school districts, private schools, intermediate service agencies, state departments of education and post-secondary institutions in their continuing efforts to improve educational opportunities and achievement for all. The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

The term "exemplary" is conferred only after a project has been approved by the Department of Education's Program Effectiveness Panel (PEP). Approval by the PEP means panel members have examined objective evidence of effectiveness submitted by the developer of the program and are convinced that the program has met its stated objectives at the original development or demonstration site. In addition, the program developer has proved that the program will meet the educational needs of others in similar locations.

THE PRESENT

The NDN operates through three kinds of projects -- Developer Demonstrators, Dissemination Processes and Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. The Dissemination Processes are the other category of exemplary programs that provide information, instructional materials and services about specific content areas, or professional development based on needs assessments. A project profile for each operating Developer Demonstrator and Dissemination Process Project is listed in the Educational Programs That Work catalogue. NDN Facilitators (one in every state and a private school facilitator) are the principal link between Developer/Demonstrators, Dissemination Processes and those seeking new programs. The Facilitators help to identify suitable NDN programs and assist with training and adoption.

This linkage or adoption process consists of six basic steps:

1. Identifying a local need.
2. Examining NDN programs that address the need and selecting the program which meets the need, philosophy and resources of the local adopter.
3. Finding financial resources to support the adoption.
4. Training staff members who will be using the program and acquiring necessary materials.
5. Implementing the program according to the developer's plan.
6. Following up with additional inservice, consultation and evaluation.

The NDN offers more than 400 exemplary educational programs for adoption in the following categories:

- Administrative/Organizational Arrangements
- Alternative Schools/Programs
- Bilingual/Migrant Education
- Early Childhood Education
- Health/Physical Education
- Multi-Disciplinary Skills
- Preservice/Inservice
- Science
- Special Education/Learning Disabilities
- Adult Education/Literacy
- Arts
- Career/Vocational Education
- Gifted and Talented
- Mathematics
- Parental Involvement
- Reading
- Social Studies
- Technology

The State Facilitator and Developer/Demonstrators work closely with local districts through all phases of the adoption process to assure successful implementation of each adopted program.

The total federal NDN Program allocation for 1991-92 was $54,452. Funds to support adoptions of NDN programs are available from local, state and federal sources.

For further information regarding the National Diffusion Network and the Utah State Facilitator Project contact:

Kathy Mannos, NDN Facilitator
Project Assistance Services Section
Utah State Office of Education
(801) 538-7823

NATIONAL DIFFUSION NETWORK (NDN)

ABSTRACTS SUMMARY

Following are abstract summaries of the National Diffusion Network (NDN) that were funded during 1991 and 1992.

ALPINE SCHOOL DISTRICT / NORTHRIDGE ELEMENTARY

Project Title: **ROCKY MOUNTAIN READING SPECIALISTS LEADERSHIP CONFERENCE FOR UTAH TEACHERS**
Project Director: Diana Sorensen

Purpose: To provide partial funding for participation of one Alpine School District teacher to the Rocky Mountain Reading Specialists Leadership Conference in order to receive inservice in the NDN program "Exemplary Center for Reading Instruction."

Project Summary:
"Exemplary Center for Reading Instruction "is a NDN program which provides inservice for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

ALPINE SCHOOL DISTRICT

Project Title: **HANDS-ON ELEMENTARY SCIENCE (HOES)**
Project Director: Cristi Denler

Purpose: To fund training in a NDN elementary science program, Hands-On Elementary Science (HOES)

Project Summary:
This program will train 30 teachers in eleven different elementary schools in Alpine School District in a "Hands-on Elementary Science" program.

CARBON SCHOOL DISTRICT

Project Title: **TALENTS UNLIMITED**
Project Director: Karen Houser

Purpose: To fund training for 30 teachers in Carbon School District in the NDN program "Talents Unlimited."

Project Summary:
The NDN program "Talents Unlimited", is a teacher training program which improves students' creative and critical thinking skills within the regular classroom.

CARBON SCHOOL DISTRICT

Project Title: **TALENTS UNLIMITED**
Project Director: Robert Hanson

Purpose: To fund training sessions for 30 teachers in the NDN program, "Talents Unlimited."

Project Summary:
The NDN program "Talents Unlimited" is a teaching/learning model for creative/critical-thinking skills instruction for implementation in grades 1-6.

DUCHESNE SCHOOL DISTRICT / NEOLA ELEMENTARY SCHOOL

Project Title: **TALENTS UNLIMITED**
Project Director: Gerald L. Mitchell

Purpose: To fund training in the NDN "Talents Unlimited" model for teachers in the Duchesne School District, Neola Elementary.

Project Summary:
"Talents Unlimited" is a NDN program that is a structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

MURRAY SCHOOL DISTRICT

Project Title: **TALENTS UNLIMITED**
Project Director: Connie Love, (representing Utah Talents Unlimited Trainers Consortium)

Purpose: To provide follow-up assistance and additional training in the NDN program, "Talents Unlimited".

Project Summary:
The aim of "Talents Unlimited" is to teach higher order thinking skills to all students. This program will assist those Murray School District teachers already trained in the process with implementation assistance and follow-up.

MURRAY SCHOOL DISTRICT / RIVERVIEW JR. HIGH SCHOOL

Project Title: **TALENTS UNLIMITED**
Project Director: Connie Love

Purpose: To provide training in the NDN program, "Talents Unlimited", to Murray School District teachers.

Project Summary:
This grant will provide 10 hours of inservice training for 38 teachers in Murray School District in the "Talents Unlimited" program, a program of the National Diffusion Network. This program teaches higher order thinking skills to all students.

MURRAY SCHOOL DISTRICT / VIEWMONT & LIBERTY SCHOOLS

Project Title: **PAST IS PROLOGUE (PIP)**
Project Director: Ann Harker

Purpose: To fund training for teachers in Murray School District (Viewmont and Liberty Schools) in the NDN program "Past is Prologue (PIP)."

Project Summary:
"Past is Prologue" is an NDN program teaching elementary students the procedures involved in operating a democratic government.

MURRAY SCHOOL DISTRICT

Project Title: **TEACHING GEOGRAPHY: A MODEL FOR ACTION**
Project Director: Jan Evans

Purpose: To fund teacher training in Murray School District in the NDN program, "Teaching Geography: A Model for Action."

Project Summary:
The NDN program "Teaching Geography: A Model for Action" is a dissemination process project providing geography education skills and knowledge to teachers of grades 4-12.

MURRAY SCHOOL DISTRICT / MURRAY HIGH SCHOOL

Project Title: **LEGAL: LAW-RELATED EDUCATION: GOALS FOR AMERICAN LEADERSHIP**
Project Director: Paul Drake

Purpose: To fund training of teachers in Murray School District (Murray High School) in the NDN program LEGAL.

Project Summary:
The NDN program LEGAL is a curriculum that enables students to develop knowledge, problem-solving skills, and attitudes related to the functioning of the U. S. legal/judicial system.

NEBO SCHOOL DISTRICT / BARNETT ELEMENTARY

Project Title: **INFORMAL SCIENCE STUDY (IFSS)**
Project Director: Lauren Tanner

Purpose: To implement the "Informal Science Study" program at Barnett Elementary School in the 5th Grades.

Project Summary:
The NDN program "Informal Science Study" presents a series of physical and biological science mini-units which are based upon students' recall and utilization of popular amusement park rides, sports, and playground experiences.

NEBO SCHOOL DISTRICT / BARNETT ELEMENTARY

Project Title: **INSTITUTE FOR CREATIVE EDUCATION (ICE)**
Project Director: Joe Lynn Spencer

Purpose: To fund training of 30 teachers in a NDN gifted and talented program (ICE)

This program will provide training for 30 teachers and Chapter 1 aides in a NDN model program (ICE) that develops students' divergent thinking skills through creative problem-solving and productive thinking. Barnett Elementary School will be a state demonstration site for this program.

NORTH SANPETE SCHOOL DISTRICT / MORONI ELEMENTARY

Project Title: **HANDS-ON ELEMENTARY SCIENCE (HOES)**
Project Director: Perry Christensen

Purpose: To fund training, materials and follow-up in the NDN program "Hands-On Elementary Science" (HOES).

Project Summary:
"Hands-On Elementary Science" (HOES) is an instructional program intended to provide elementary students with hands-on instruction emphasizing the process of science.

NORTH SANPETE SCHOOL DISTRICT / SPRING CITY ELEMENTARY

Project Title: **TALENTS UNLIMITED**
Project Director: Avrin Brothersen

Purpose: To fund training sessions for 30 teachers in the NDN program, "Talents Unlimited."

Project Summary:
The NDN program "Talents Unlimited" is a teaching/learning model for creative/critical thinking skills instruction for implementation in grades 1-6.

PARK CITY SCHOOL DISTRICT / PARLEY'S PARK ELEMENTARY SCHOOL

Project Title: **TALENTS UNLIMITED**
Project Director: Martha Bundy Crook

Purpose: To train 24 teachers in the NDN program, "Talents Unlimited."

Project Summary:
Parley's Park Elementary School in Park City, Utah wishes to train teachers to increase thinking skills in the regular classrooms. They will use the NDN program "Talents Unlimited," a structured approach, to apply a multiple-talent theory to the regular classroom.

PARK CITY SCHOOL DISTRICT

Project Title: **HANDS-ON ELEMENTARY SCIENCE (HOES)**
Project Director: Diane Brewster-Norman

Purpose: To implement the HOES program at each grade level for 27 teachers at two schools. The grant money will pay for the trainer, teacher manuals, HOES kits and hourly training.

Project Summary:
There are currently 15 teachers that have received training in HOES and there are 27 additional teachers that want to be involved. Each teacher will complete at least two units from the HOES program and utilize the hands-on approach with the CORE units presented.

WASHINGTON SCHOOL DISTRICT

Project Title: **MECHANICAL UNIVERSE, HIGH SCHOOL ADAPTATION**
Project Director: Vance Wood

Purpose: This funding will help purchase a VCR needed for the implementation of the NDN program, "Mechanical Universe."

Project Summary:
"Mechanical Universe, High School Adaptation" is a NDN program that offers a fresh approach to a conceptual understanding of physics using modern audiovisual media materials. This program will be implemented at Hurricane High School.

SITE-BASED DECISION MAKING PILOT PROGRAM

"We will know whether or not Site-Based Decision Making (SBDM) is a viable concept if in practice, at each of these sites, visionary SBDM schools will demonstrate an actualized shift in consciousness. Empowered SBDM schools will take their place in the information Age by recognizing they are one piece of larger systems, by seeing the bigger global picture, by aligning, balancing, centering, connecting, grounding, and leveraging with those larger systems through a renewal of servant leadership at all levels of the learning community. SBDM is about all participants being continuous learners mutually engaged in supportive, continuous improvement. SBDM schools will have created climates that are "learning-full" with care, concern, inclusion, love, and wonder in the face of the unknowns of a complex world."

Jan Tyler, Education Specialist, Project Assistance Services Section, Utah State Office of Education - February 1993

SITE-BASED DECISION MAKING PILOT PROGRAM

BACKGROUND

The empowerment of local school communities for more active participation in making those decisions that directly impact that particular school site is not a new concept in Utah or in the nation. The active participation of students, teachers, administrators, classified personnel, parents and other school patrons in localized decision making about *their* school has been championed in many forms for many years under such names as "shared governance," "decentralization," "school-based management" and "site-based decision making." In recent years there has been increased interest in the notion that shifting authority and accountability for certain types of operational decisions from the school district level to the school site will provide schools with greater flexibility and commitment to meet the needs of students. Utah has not been immune from this renewed interest in creating more decentralized and participatory approaches to the operation of its schools. Many Utah schools currently operate with varying degrees of autonomy and "site-basedness." The Salt Lake City District is one example of an entire district that has been involved in decentralizing its management and decision making processes for well over a decade. Strategy 4 of the Utah State Public Education Strategic Plan specifically notes that "*We will empower each school to create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education*". One modest step in this direction was the establishment of Utah's Site-Based Decision Making Pilot Program as outlined below.

THE PRESENT

The 1991 General Session of the Utah Legislature enacted Senate Bill 30, which is known as the Site-Based Decision Making Pilot Program (SBDM), and appropriated $800,000 for its implementation. This law provides financial assistance and incentives to public schools intent on establishing site-based decision making pilot programs." The law also defines site-based decision making as "a program designed and developed by a local school community group composed of teachers, classified employees, school administrators, and parents of students that provides for decisions to be made at the school level on matters critical to the achievement of school goals established by the group." **Thus, Utah's pilot program is defined more as "participatory decision making" than "decentralized control" which is an important distinction.**

This new program was approved for a three year period ending on June 30, 1993 and it included specific details as to the types of schools to be included and the amounts of funding. Specifically, the law provides for a $50,000 allocation to each of 16 pilot schools with no more than two schools to be selected from any one school district. The law further stipulates that the schools selected are to

provide both urban and rural geographical representation as well as participation by both elementary and secondary schools.

SELECTION PROCESS AND PILOT SCHOOLS

During the spring of 1991, the State Board of Education promulgated rules for the Site-Based Decision Making Pilot Program and solicited competitive applications from all Utah school districts. This solicitation yielded 39 applications from 17 school districts. These applications were then judged by a 12-member panel consisting of representatives of the Utah Education Association (UEA), Utah Congress of Parents and Teachers Association (PTA), Utah Association of Elementary School Principals (UAESP), Utah Association of Secondary School Principal's (UASSP), Utah School Superintendent's Association (USSA), Utah School Boards Association (USBA), and the State Office of Education (USOE). As a result of this process, the following 16 schools in 11 different school districts were selected as pilot schools during the early summer of 1991 and their various site-based decision making approaches are currently some 16 months into implementation.

BEAR RIVER ELEMENTARY SCHOOL, Box Elder School District

DAVIS ELEMENTARY SCHOOL, Uintah School District

OREM ELEMENTARY SCHOOL, Alpine School District

HILL FIELD ELEMENTARY SCHOOL, Davis School District

LIBERTY ELEMENTARY SCHOOL, Murray School District

LINCOLN ELEMENTARY SCHOOL, Cache School District

LYNN ELEMENTARY SCHOOL, Ogden School district

MCKINLEY ELEMENTARY SCHOOL, Box Elder School District

TAYLOR ELEMENTARY SCHOOL, Ogden School District

VALLEY ELEMENTARY SCHOOL, Kane School District

WESTRIDGE ELEMENTARY SCHOOL, Provo School District

WOODRUFF ELEMENTARY SCHOOL, Logan School District

MANTI HIGH SCHOOL, South Sanpete School District

MOUNTAIN CREST HIGH SCHOOL, Cache School District

PROVO HIGH SCHOOL, Provo School District

OREM HIGH SCHOOL, Alpine School District

During the past 16 months the State Office of Education and the Utah Education Association have worked with the pilot schools to provide technical assistance, encouragement and training without interfering with their various evolving processes and structures. For the most part, the development process has gone smoothly with only a few significant conflicts. These conflicts have revolved around the efforts of pilot schools to establish new policies or practices which differ from other schools in their districts. Budgetary practices, staffing and scheduling issues seem to have the common areas of concern to date. Although the pilot schools, through their local school boards, may request a waiver from the State Board of Education of any state board policy or regulation that prevents the school from achieving its academic or student learning goals, no waiver requests have been submitted from the pilot schools.

The Site-Based Decision Making Pilot Program includes the requirement that each district conduct an annual evaluation of its pilot schools. The submission date for the local evaluations for the 1991-92 school year was October 23 and very little is yet available to report. However, the law also specifies that the State Office of Education shall do an annual evaluation of the pilot sites. This evaluation has been contracted to the Western Institute for Research and Evaluation (WIRE) in Logan and the first report was received by the State Office in October. This first report contains data from all of the pilot schools based on interviews, on-site visits and the review of original project applications from the pilot schools. This report documents at least the following aspects of SBDM implementation to date while leaving specific outcomes to be addressed in the next annual evaluation report:

1. The principal is usually the SBDM director.
2. At the elementary level, there tends to be nobody designated as "Chair" or "Moderator" of the decision-making body for the school. Further study will reveal whether the committees actually operate this way or whether 'de facto' leaders emerge.
3. Parental involvement tends to be limited to well established groups, particularly PTA.
4. The models and proposals have not set clear boundaries for SBDM decision making --e.g., which decisions are district decisions and which decisions are site-based decisions.
5. The biggest impact of SBDM seems to be participants' development of a sense of ownership for the school's performance.
6. The most difficult aspect of implementing SBDM seems to be the massive up front amount of time it requires of school staff, especially teachers.

THE FUTURE

Much remains to be accomplished by the 16 pilot SBDM schools as their first year of operation was largely getting ready, getting trained, getting organized and getting going. However, much has already been learned as a result of the

implementation process. Some of this experience as well as the experiences of other states have been incorporated into several recommendations regarding the development of participatory decision making models/approaches for Utah's schools. These recommendations will be made available to the State Board at the time of the presentation of this report.

For further information regarding the Utah's Site-Based Decision Making Pilot Program contact:

Jan Tyler, Education Specialist
Project Assistance Services Section
Utah State Office of Education
(801) 538-7804

SITE-BASED DECISION MAKING PILOT PROGRAM

ABSTRACTS SUMMARY

Following are abstract summaries of the Site-Based Decision Making Pilot Schools that were funded during 1991 and 1992.

BEAR RIVER ELEMENTARY

School District: Box Elder School District
Principal: Mary Kay Kirkland

Project Description
Bear River Elementary School has 200 students and 9 faculty members. It operates on a traditional school schedule.

Project Summary
The site-based committee has taken an active role in our decision making processes this year. Our committee consists of 5 parents, 3 classified staff members, 4 teachers, and the principal. We meet the first Monday of every month. This spring we divided the group into four sub-committees to budget for the coming year. Each group had a specific area, i.e. instructional supplies, equipment, etc., for which they were in charge of deciding how and where the money was spent. This experiment was very successful. Parents and teachers were discussing curriculum and priorities. Being able to purchase the materials THEY felt were most important, had a very positive effect on the staff.

We are continuing with our goals set last year of mastery for all students, with an emphasis on literacy. A big step in reaching that goal has been to begin a program of Student Education Plan (SEP) conferences with our students and parents. Parents have the opportunity to talk with teachers and set goals in areas of their individual child's needs. Teachers also have more opportunities to solicit parents' help and support in meeting mastery goals.

An additional step in reaching the goal of mastery for all students has been in the area of record keeping. Each teacher now has a Macintosh computer near their desk which is connected to the network in the school lab. Teachers will be able to input objectives mastered by each child and print out reports which will help parents need additional support in order to master a concept. Teachers will also be able to pick up on goals not mastered when a child enters their classroom in the fall. In this way, children hopefully will not miss out on key concepts which will affect their acquisition of skills in the future.

Our next step is to look at various forms of performance-based assessment. We would like to celebrate our student's successes in all areas, not just those measured by multiple-choice tests.

DAVIS ELEMENTARY SCHOOL

School District: Uintah School District
Principal: Dixie Allen

Project Description
Davis Elementary School has 350 students and 15 teachers, 16 support staff, 16 parent-advisory members and over 150 volunteers. It operates on a traditional school schedule.

Project Summary
From 1986-91 Davis Elementary, in conjunction with Uintah School District and the state ODDM Consortium, has been involved in state and local training using the Outcome Driven Development Model to address school improvement, based on shared decision making in the school and district. In the spring of 1991, the school was heavily involved in decision making and problem solving at the school level with an involved and trained staff. However, there was a great need to bring parents and patrons aboard.

During the 1991-92 school year, Davis Elementary has taken the goals developed on the June 1991 strategic planning process and re-evaluated them at the end of the three trimester periods. As a result of this planning, many goals have been accomplished, including the following for the 1991-92 school year:

- Governor's Award for the School of Excellence.
- Utah State Volunteer of the Year for Teresa Green, (one of the Parent-Advisory members).
- District's PTA "Teacher of the Year", Carmen Harrison, a third grade teacher.

Goals for 1992-93 are as follows:

1. Promote cooperative efforts through support and communication systems between parents, staff and students.

2. Establish standards of excellence that will challenge each student.

3. Provide students with ways to achieve to their maximum potential and encourage individuality.

4. Promote ownership to gain responsibility toward education, actions, social skills, and the learning environment.

5. Utilize organizational and classroom management skills to promote quality learning time.

Our mission continues to be that: "We are models of outstanding performance." We have great faith in the decisions made by parents, patrons, students and staff of a school community. We have found that by being involved in setting goals we are already half way to the desired goal. Site-based Decision Making is working very well at Davis Elementary.

HILL FIELD ELEMENTARY SCHOOL

School District: Davis School District
Principal: Patricia McKay

Project Description
Hill Field Elementary School has 722 students and 27 faculty members. It operates on a traditional school schedule.

Project Summary
The Site-Based Decision Making grant is planned for three years. The first year will be an education and training year for the school community. To date the following items have been accomplished:

1. Established a new Site-Based Decision Making Committee.

2. Established the first community training held on November 19, 20 and 21. The participants in this training included school staff, faculty, parents and key community persons. The trainers for this session were UEA personnel trained in Site-Based Decision Making.

3. A second training in January dealt with task analyses, problem identification and problem solving.

4. The third training in April is dealing with Consensus Building. Because each training has included our community, a cohesiveness has been established as well as a sense of purpose. With the excellent foundation training during the 1991-92 school year under the direction of Kaye Chatterton and Betty Condie, we are now to begin the actual "decision making" process.

5. Two and 1/2 day training at Snowbird to develop a Mission Statement and refine goals. Training by Claudia Seeley and Katie Davis.

6. Planned and initiated CEC Curriculum Enrichment Classes twice a month.

7. Because of cost savings resulting in efficient training methods the SBDM community, has developed a list of equipment needs to enhance the schools learning process.

LIBERTY ELEMENTARY SCHOOL

School District: Murray School District
Principal: Brent G. Bateman

Project Description
Liberty Elementary School has 394 students and 20 faculty members. Liberty operates on a traditional school schedule.

Project Summary
Liberty's SBDM Pilot Project has emphasized training for the faculty, support staff, parents, and community patrons in team building, strategic planning, conflict management, democratic process, critical thinking, problem solving, and decision making.

The three major goals Liberty intends to accomplish during the project are to significantly raise academics, enrich school climate, and enhance public perception of Liberty. Liberty's plan to raise academics is through the teaching of higher level thinking skills, problem solving techniques and helping students to understand the process of learning and not just the product. Our plan is to continue to involve more parents, patrons, and community members to help enrich the school climate. Our goal is to improve Liberty's public perception by increased publicity of our accomplishments and service projects.

Liberty's first year of the pilot project was active and training sessions were held generally twice a month. The average number of staff members and parents at each training session was approximately 30. The following activities were conducted:

- Training sessions were held in team building, strategic planning, conflict management, democratic process, critical thinking, problem solving, and decision making.
- As part of the training and to help SBDM members understand the SBDM process, task forces were developed to focus on different aspects of the school lunch program. Through recommendations and implementation of ideas Liberty's lunch program has been enhanced in many ways.
- A needs assessment of all parents was conducted and from that assessment, goals in academics, self-esteem building, learning environment, and social skills have been set.

Task Forces comprised of teachers, support personnel, and parents have been organized and are functioning in each of the following areas: academics, self-esteem building, learning environment, and social skills. The Building and Learning Environment Task Force divided into three major areas: Media Center, Playground, and Hallways. The Media Center at Liberty has been completely remodeled and is now more conducive to learning. A strategic plan for the Media Center was developed and presented to the district administration as well as the Murray City School Board. The district financed the remodeling effort. Parent volunteers have spent over 260 hours. The playground committee has organized parents to help with additional supervision during lunch recess. There are plans for tournaments in hopscotch, jump rope, tether ball, etc. so the children can learn to interact in positive ways.

The Academics Task Force is studying several academic and educational programs to enhance the educational process at Liberty. A survey was conducted to develop a plan of action.

The Self-Esteem Task Force sponsored a district wide self-esteem workshop presented by Dr. Michele Borba on August 19, 1992. The Task Force has made self-esteem kits for all teachers to use with their students throughout the year. This task force has donated over 150 hours.

The Social Skills Task Force has planned monthly activities to teach students respect. Monthly themes include (respect for): rules, each other, adults, community, ourselves, environment, property, and other cultures. This task force has donated 75 hours.

A steering committee oversees the SBDM Project at Liberty. This committee is comprised of parents, teachers, support personnel, a member of Murray's Board of Education, a district administrator, and the principal.

LINCOLN ELEMENTARY SCHOOL

School District: Cache School District
Principal: Bill Bertolio

Project Description
Lincoln Elementary School has 631 students and 27 faculty members. Lincoln operates on a traditional school schedule.

Project Summary
The Lincoln Elementary School T.E.A.M. (Team Effort in Academic Management) initiated the process of site-based decision making by working to build a learning community that involved faculty, staff, parents and local citizenry in Cache County. This effort began with a readiness assessment, participation in the strategic planning process, and the development of mutually agreed upon goals. Presenters provided a review of current literature, a discussion of the pitfalls of site-based decision management, an description of critical elements in school-

centered decision making and an explanation of influence relationships structures. Future inservice's in improving interpersonal skills are planned and a model for decision making was developed.

All of the Lincoln faculty and staff, and most of the school community have been invited to participate in the SBDM process. Meetings have been held weekly, after school and on Saturdays. Regular participants include the principals, 75% of the faculty, 10% of the staff, and at least 5 parents. The following objectives were completed this year:

- Determine how SBDM operates as a response to environmental pressures based on current research.
- Designed a model and formed SBDM groups.
- Created a foundation for collaboration.
- Developed SBDM.
- Surveyed and evaluated SBDM at Lincoln School.

Objectives for 1992-93 are to:

- Increase team building, through cooperative learning.
- Train others to facilitate.
- Future emphasis will be placed on intensifying efforts in team building, and continuing model development.

LYNN ELEMENTARY SCHOOL

School District: Ogden School District
Principal: Rich Moore

Project Description
Lynn Elementary School has 445 students and 16 faculty members. It operates on a traditional school schedule.

Project Summary
Lynn School implemented a 200-day calendar in August of 1992. Efforts to organize a site-based structure are intended to expand the planning and decision making process for this huge change to faculty, staff, and parents in our school areas. There is a strong belief that the site-based process will make this transition as carefully and intelligently as possible. While the literature suggests the school council (and the site-based process in general) begin carefully by taking on smaller issues to begin with, we are not allowed that luxury. The School Council organized and developed a unique 200 day calendar. When the calendar was agreed upon, the faculty and the school council began to prioritize other important issues addressed to anticipate the impact of the 200-day calendar on families, curriculum, staffing and other areas. A form and guidelines were developed for procedures on presenting Site-Based decisions and new issues for discussion. All of these procedures are done through a "flow chart."

MANTI HIGH SCHOOL

School District: South Sanpete School District
Principal: Lewis Mullins

Project Description

Manti High School has 471 students and 22 faculty members. It operates on a traditional school schedule.

Project Summary

The Superintendent assigned a coup team to discuss and create a model of site-based management for Manti High School to be employed for the next three years or longer depending on its success. Three teachers and one classified employee along with the superintendent discussed possibilities in three formal meetings during April and May of 1991. Many informational meetings were held. The model, which included no high school principal, was presented to the Board of Education at their May 8 meeting. The Board accepted the model and agreed not to hire a principal for Manti High.

The model was presented to the Manti High School faculty and classified staff on May 15. The faculty and staff held one planning meeting each day for the next six days without the presence of administration to discuss each aspect of the model and make any alterations they felt would make the ideas work better. At the end of six days there were still three teachers who felt there were serious questions not answered, but all 21 teachers and 12 staff members expressed a desire to teach and work under the model.

At this point it was time to bring in community members to further modify and clarify the site based management model. The two meetings were held (June 3 and June 12) to explain the model and to receive input from community members. An informal telephone poll was conducted, and the model received nearly 88 percent positive response with no very negative responses. The following activities took place during 1991-92:

1. Three teachers have been selected by their peers and approved by the Board of Education to lead the school. They share administrative duties. One new teacher hired to free up two of the teachers for one period and one teacher for three periods.

2. A quality circle was used to prioritize concerns and expectations from the students and staff.

3. Community members have been selected by the Faculty Advisory Committee to point the overall direction of the school along with the Faculty Advisory Committee. They all give input into the management of the school.

4. Part of the grant money was used to purchase a small amount of media equipment and to pay the expenses for nine faculty members to attend and observe the Delta County Technology Center of Delta Colorado for two days.

MCKINLEY ELEMENTARY SCHOOL

School District: Box Elder School District
Principal: Raymond J. Timothy

Project Description
McKinley Elementary School has 590 students and 22 faculty members. It operates on an extended day school schedule.

Project Summary
As we have used the process of site-based decision making at our school, we have been able to use our school improvement council as the catalyst for change. Each staff member serves on a maximum of two committees with the committee chairperson representing the committee on the Improvement Council. Each committee is given the task to investigate their specific area of responsibility and make recommendation to the staff for action. Decisions are made with a one person-one vote process.

Some of the success we have seen using this process this past year include:

Technology
We have evaluated where we are headed with the use of technology in our school and are well underway with our five year plan. We have two networked Apple IIe labs for CAI and a 12 station networked Macintosh research/writing lab. We are in the process this summer of wiring our building so that next year we will begin placing distributed networks in every classroom. Each classroom will be able to access the CD-ROM for use of the electronic encyclopedia and TrACE TM systems.

Curriculum & Instruction
We have spent a great deal of our time looking at ways to improve the curriculum we are using and the way we teach. This next year we will be using a peer coaching process. to help strengthen our instruction. We will also use technology with the TrACE TM system to help drive the curriculum.

We have made the decision to drop the extended day concept and are considering going to a more traditional schedule. We have been concerned that we are fragmenting the curriculum too much and are

considering implementation of a more holistic thematic approach to instruction.

We will be concentrating more of our efforts in the area of math for next year. We also want to have greater parental involvement with their child's education and will be implementing a homework program to help train parents and enhance student responsibility.

Student Esteem & Leadership

We have adopted a curriculum entitled "Building Esteem in Students Today" (BEST) developed at the University of Notre Dame, and have used it throughout the year to enhance student self esteem. We have also started a student council at our school and given students the opportunity and responsibility to plan and supervise many of the activities at our school. Our "Say No to Drugs Week" was more successful than any we have had before and the student involvement was great.

Concerns

Time. We have spent a great deal of time in developing the decision making process at our school. One of the biggest concerns we have is the amount of time that it involves. Our process has been jokingly referred to as the M&M model (many meetings) but there is a lot of truth to it. We do feel that the major part of program evaluation and recommendation has been taken care of and that the need for so many meetings will decrease.

District support. We are still concerned that once a decision has been made at our school, that we still need to go to the district and convince them that it is right. We almost get the feeling of resentment when we make a decision that is different than what the rest of the district is doing. It is also a re-educational process of district personnel in order to let them know what we have investigated and why we made the decision we did. Do we need to involve them more in the process as we do our own staff members?

Financial support. Although we may want to restructure the educational process, we seem to be able to go only as far as the grant will allow us. If a decision is a dollar issue, then it seems more likely than not to get vetoed from the district.

MOUNTAIN CREST HIGH SCHOOL

School District: Cache School District
Principal: John Hansen

Project Description
Mountain Crest High School has 1369 students and 55 faculty members. It operates on a trimester (five period day) school schedule.

Project Summary
The Site-Based Committee has been successfully transformed from a previously district authorized group that was uncertain as to its purpose and had no specific goals into a body that is fully functioning and providing active assistance in the furthering of educational goals at Mt. Crest. Some of the activities and goals accomplished are as follows:

- Work immediately commenced in trying to establish how the goals of a Citizenship/Attendance relationship and a Student Education Occupation Plan would be implemented and followed this goal to completion and implementation.
- Designed a Site-Based Constitution and presented it to their Board and the faculty. As a whole they ratified the formal Site-Based Constitution.
- Adapted the Davis School District Model SEOP to meet Mt Crest's Ttrimester requirements.
- The site-based committee has been instrumental in screening and approving the restructuring effort that was undertaken this past year.

Goals for year 1992-93:

- Continue with the SEOP process until it is fully implemented.
- Work with further restructuring in the area of Mastery Learning Outcome Based Education.

OREM ELEMENTARY SCHOOL

School District: Alpine School District
Principal: Brent Milne

Project Description
Orem Elementary School operates on a extended-day schedule.

Project Summary
A summary of Orem Elementary School's directions as a Site-Based Decision Making Pilot school is as follows:

- To train staff and patrons in the areas of communication, leadership, self esteem, conflict resolution, concensus, and shared-governance.
- Plan with the district administration and district school board to free the school to operate independently of the district within broad general guidelines.
- Organize the O.E.S. School Board or Council consisting of elected community and staff members with the principal as administrative officer.
- Design curriculum, scheduling, organizations, and budgeting according to school community decisions.
- Improve home-school communication and cooperation through recommendations developed by Strategic Planning Action Teams.
- Develop a tentative plan and time line to move in a positive direction towards a site-based school.

OREM HIGH SCHOOL

School District: Alpine School District
Principal: John Childs

Project Description
Orem High School has 2,200 students and 130 faculty members. It operates on a traditional school schedule.

Project Summary
They have renamed their Site-Based Committee to "Orem High School Board of Directors on Site-Based Decision Making." They meet twice monthly and are a fully functioning committee. They are planning on restructuring the school during the summer of 1992. Major accomplishments for 1991-92 were:

- Establishment of a Site-Based committee giving governance and empowerment to faculty, parents and community. This committee is now known as "Orem High School Board of Directors."

- A commitment from our School District to have a greater decision-making power with budget and funds.

- A goal and commitment by Orem High School to restructure the curriculum and delivery systems. Summer meetings to empower the teachers in making major decisions.

- A goal to restructure the technology systems at the high school.

- A goal to involve the total community as a partner of Orem HS. This partnership to use volunteerism, funding, decision-making and communication.

- Communication is a major goal of the Site-Based Committee.

- School environment is a major goal of Orem HS.

PROVO HIGH SCHOOL

School District: Provo School District
Principal: Rosanna Ungerman

Project Description
Provo High School has 2,000 students and 78 faculty members. It operates on a traditional school schedule.

Project Summary
Provo High School is Provo District's representative in the nine-district consortium, and as such, a workshop directed at implementing a site-based decision making pilot program at Provo High School was held at Midway, Utah on April 30, 1991. Participants were thirty-two Provo High School teachers, students, parents and administrators who developed the following mission statement:

"The mission of Provo High School, where achieving is a tradition, and diversity, a strength, is to provide, in an atmosphere of mutual respect and cooperation, quality teaching and learning that will arm students to strive for excellence, to reach occupational fulfillment and to success in the challenges of today's ever-changing world."

Fourteen areas of focus were outlined at that workshop. Parents, teachers, students and administrators have been invited to volunteer for a committee of their choice. Initial recruiting and meetings are now in process.

We believe that site-based management hinges on training people, then allowing people to manage themselves. Therefore:

A. By 1995, Provo High School will have restructured the schedule, policies, and curriculum to better meet the needs of all students and teachers.

B. By 1995, we will develop and integrate with multiple community partnerships, curricula that meet the educational/occupational needs of students

C. By 1995 all students at Provo High School will have established a SEOP and individual portfolio with the cooperation of parents, teachers and counselors.

D. By 1995, teachers and administrators will utilize a revised method of evaluation which will, in turn, increase effectiveness in the classroom.

E. By 1995, Provo High School will have a leadership/management program in place and available to all teachers, students and parents of students.

OBJECTIVES	ACTIVITIES
Goal-setting/Orientation	Fall Workshop
Inform/communicate progress of SBDM project	SBDM newsletter
Develop SBDM/leadership skills in teachers/students/parents	Research development select offer program
Accelerate implementation of and acceptance of SBDM	Establish sister-schools
Initiate and foster communication about and ownership of SBDM	Create SBDM network: state-wide/ national semi-annual publication

CARL H. TAYLOR ELEMENTARY SCHOOL

School District: Ogden School District
Principal: Reed Spencer

Project Description
Carl H. Taylor Elementary School has 400 students and 19 faculty members. It operates on an extended school year (200 days for all students).

Project Summary
Carl H. Taylor adopted a SBDM process another school had developed, and has been "tayloring" it to fit our uniqueness since January of 1992. Our first major project was to decide on the calendar for our 200-day school year, and since then we have addressed other major issues. We believe the SBDM process has played a significant role in the success of our new calendar.

The project includes a School Council comprised of parents and teachers who are elected to serve terms of different lengths to help stabilize our efforts and provide continuity from year-to-year. The process itself is formalized to include effective checks and balances, important time management restraints, a tracking process to make sure every issue is brought to resolution in a timely manner, and a record-keeping system which tracks the process.

Our faculty and staff is currently using the process as a matter of "Standard Operation Procedures" to pursue curriculum changes and other school improvements. Our school council is conducting a fairly detailed Needs Assessment that will go to our parents as well as other populations within our school area. Though we are more than a year into all this, we feel like we are just now getting comfortable with the process.

VALLEY ELEMENTARY SCHOOL

School District: Kane School District
Principal: Shirl Spencer

Project Description
Valley Elementary School has 160 students and 8 faculty members. It operates on a modified 4 day school week.

Project Summary
The Valley Elementary project consists of the establishment of an ongoing school community group in connection with the local PTA organization. This group will receive input from the school and the community on a regular basis. It will then establish short and long range goals and determine the best procedures to reach these goals. Through community meetings the following list of goals has been suggested:

1. Increase respect
2. Discipline which emphasizes the positive
3. Academic excellence
4. Parent education program
5. Upgrade media center
6. Increase patriotism
7. Appropriate standards of dress and conduct
8. Improve home/school communications
9. Establish a consistent student evaluation procedure.

During the 1991-92 school year significant progress has been made on goals numbered 3, 4, 5 and 8. Emphasis during the 1992-93 school year will be on goals numbered 1, 2, and 6.

WESTRIDGE ELEMENTARY SCHOOL

School District: Provo School District
Principal: John Bone

Project Description
Westridge Elementary School has 929 students and 38 faculty members. It operates on a modified 4 day school week.

Project Summary
Westridge school utilizes "Strategic Planning", that includes "Neighborhood Meetings", a "Strategic Planning Steering Committee" and "Action Teams". Neighborhood Meetings involve an orientation to, and implementation of Site-Based Decision Making processes, including Strategic Planning. The Strategic Planning Steering Committee involves a facilitator, school staff members (certified and classified) business/industrial leaders, parents, senior citizens, university and community college personnel, etc. This committee responds to neighborhood meeting input and other data, formulates plans, monitors implementations, and gives approval to, and/or modifies directives. Action Teams refine/implement "Action Plans" that have been outlined by the Strategic Planning Committee.

Within the framework of Site-Based Decision Making, including Strategic Planning an atmosphere is being created/reinforced whereby staff, students and citizens are becoming more accountable for, and in charge of the educational process of Westridge School. Projects are being implemented, including:

1. A review of all existing budgets (federal, district, state) to determine to what extent they should become site-based managed;

2. an opportunity for staff to develop, modify, supplement and/or adapt existing curriculum/instruction according to the needs of students; such as:

   (a) Modeling and instructing Character Education;

   (b) Introducing Spanish Language Instruction to all students;

   (c) Utilizing portfolio assessment in math and language arts;

   (d) Involving volunteers and practicum students to implement reading tutorial instruction for at-risk students, grades 1-3;

(e) Implementing Student Education Planning/Student-Educator-Parent [SEP] processes that stress assessing student progress, goal setting, and discussing future implementations and responsibilities;

(f) Utilizing computer assisted instruction to reinforce math,. reading and/or writing skills;

(g) Determining the merits and liabilities of implementing multi-age grouping patterns, K-6; and,

(h) Encouraging effective collaboration and mentoring between special and regular education teachers to the extent that an "inclusion" model for all students (disadvantaged, handicapped, gifted/talented) can be effectively implemented.

WOODRUFF ELEMENTARY SCHOOL

School District: Logan School District
Principal: Gary Carlston

Project Description
Woodruff Elementary School has students and 28 faculty members. It operates on a multi-year-round school schedule.

Project Summary
Woodruff Elementary is in the third year of a year-round education program; the only school in the district out of five elementaries, one middle school and one high school to do so. The uniqueness of this situation has presented many opportunities to perform unofficially as a site-based decision making body.

Most decisions made on site are made as a result of needs that came from year-round and the need to make decisions was initiated primarily by teachers, staff and the principal. Now that Woodruff is a legitimate site-based school participating in this pilot program, the parents of the students and community members have expressed enthusiasm for their involvement in this project.

An Application Committee comprised of parents, teachers and staff outlined tentative goals for development and implementation during the site-based 27 month pilot program. These goals are subject to revision as the involvement and understanding of site-based decision making increases:

1. Promote an improved communication between school and parents concerning academic procedures, student and school wide goals, SEP conferencing, mainstreaming, remediation/enrichment programs.

2. Develop and implement enrichment and remediation inter-sessions for year-round school.

3. Plan and provide for training and implementation of higher level critical thinking for teachers, parents and students at every grade level.

4. Provide training in specific curriculum areas, higher level thinking skills and student discipline and management strategies for parent volunteers who will be working with students on a regular basis in the classroom.

5. Focus on identification and organization of community resources in order to provide the students with supplemental learning experiences especially in the areas of science and math.

STAR SCHOOLS PROGRAM

(TEAMS/APOLLO 2000)

"We are so impressed with the instruction in science and math for grades 4-6 that is available via TEAMS/APOLLO 2000. The curriculum is intended to augment and enhance the instruction that is normally given in the classroom. Most elementary teachers welcome this kind of augmentation to the instruction that they are able to offer since many of them feel that their own preparations in these particular curriculum areas not as complete as they would like them to be. We are convinced that participation in this project will result in improved science and math instruction in the elementary schools of the state."

George Brown, Education Specialist, Project Assistance Services Section, Utah State Office of Education, - February 1993

STAR SCHOOLS

TEAMS PROJECT

A BRIEF HISTORY

During 1991 and 1992, Utah became an active partner in at three different Star Schools Proposals which were submitted the United States Department of Education. One of the proposals was funded. It was the proposal that was submitted in cooperation with the Los Angeles County School District TEAMS Project APOLLO 2000.

THE PRESENT

The APOLLO 2000 Project is an expansion of the original TEAMS Project funded two years ago. Utah was included as a full funding partner as a requirement of this years grant criteria which specified the need for existing projects to expand their outreach into areas not presently being served by Star Schools project. TEAMS offers science and math instruction at the 4 - 6 grade levels. It is excellent instruction and will greatly strengthen the science and math curriculum at the grade levels were elementary teachers are generally not very well prepared. This proposal was funded and Utah will receive $70,000 each year for the next two years. At least seven teachers in five schools will participate this year.

For further information regarding the Utah Star Schools / TEAMS Project contact:

George Brown, Education Specialist
Project Assistance Services Section
Utah State Office of Education
(801) 538-7921

STAR SCHOOLS TEAMS PROJECT

ABSTRACTS SUMMARY

Following are abstract summaries of the Star Schools TEAMS Projects that were funded during FY 91-93

DAVIS SCHOOL DISTRICT

Project School: **KAYSVILLE ELEMENTARY SCHOOL**
Project Director: Becky Hunt / Claudia Wangsgaard

Project Summary
Kaysville Elementary School will participate in both Math and Science instruction from TEAMS during 1992-93. A satellite link will be established at the Davis District Office and the programming will be down-linked and "fed" in to the cable "head-end" that is presently installed there. This will permit any school with a cable connection in the Davis District to participate in this exciting program.

GRAND SCHOOL DISTRICT

Project School: **HELEN M. KNIGHT ELEMENTARY - 5TH GRADE**
Project Director: Paula Radcliff

Project Summary
Helen M. Knight Elementary will participate in the TEAMS programming via a satellite down-link dish that is planned to be installed at the school. Interim to the dish installation, video-tape segments of the programming will be used in the classroom to acclimate the students to distance learning activities and to introduce them to the curriculum.

NEBO SCHOOL DISTRICT

Project School: **PAYSON MIDDLE SCHOOL** - Science
Project Director: Randy Bartholomew

Project Summary
Payson Middle School will participate in Science instruction at Grade 6. The intent is to significantly improve the instructional offerings in Science at the middle school level. This is a pilot of offering this type of distance learning at the middle school.

OGDEN SCHOOL DISTRICT

Project School: **GRANDVIEW ELEMENTARY SCHOOL** - Math
Project Director: Lu R. Robins / Colleen Knowles

Project Summary
Grandview Elementary School will participate in Math instruction during 1992-93. The major difficulty is how to provide a link to the programming that is available via satellite. Down-link alternatives are still being explored.

WEBER SCHOOL DISTRICT

Project School: **GREEN ACRES ELEMENTARY SCHOOL**
Project Director: Joel Frederiksen

Project Summary
Green Acres has begun a pilot project in both Math and Science and will involve up to four teachers in the school. The district has been very supportive and the staff is very excited about the opportunity to bring the TEAMS programming and instruction into the classroom.

STRATEGIC PLANNING PROGRAM

"The financial assistance received in support of strategic planning in the Nebo School District has provided positive changes in our vision, understanding, definition of goals and objectives and positive decision making."

Jack W. Leifson, Grant Writer, Nebo School District - 1992

STRATEGIC PLANNING PROGRAM

BACKGROUND

In 1991 the Utah State Legislature, appropriated $100,000 in supplemental funding for strategic planning programs, with support from the State Office of Education for its implementation. This funding was non-competitive and allowed for three different types of planning at the district or school level:

Strategic planning,
Organizational/operational planning, or
Action planning.

During the spring of 1991, the State Board of Education promulgated rules for the strategic planning programs, and solicited applications from all Utah school districts. This solicitation yielded 16 school districts applying, with 22 schools participating.

THE PRESENT

Requests for funds by a district or school involved grant allocations of approximately $5,000 per school. See the following pages for Strategic Planning abstracts of the individual schools that participated. The following school districts have participated in this program area of Strategic Planning:

Alpine School District	Beaver School District
Carbon School District	Davis School District
Duchesne School District	Emery School District
Garfield School District	Grand School District
Iron School District	Jordan School District
Kane School District	Nebo School District
No. Sanpete School District	Provo School District
Salt Lake School District	Wayne School District

For further information regarding the Utah Strategic Planning Program contact:

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(801) 538-7828

STRATEGIC PLANNING

ABSTRACTS SUMMARY

Following are abstract summaries of the Strategic Planning Program that were funded during 1991 and 1992.

ALPINE SCHOOL DISTRICT

Project Title: **STRATEGIC/ORGANIZATIONAL PLANNING FOR INSTRUCTIONAL SERVICES IN ALPINE SCHOOL DISTRICT**
Project Director: Kolene Granger
Name of School: Alpine School District

Purpose: To assist in funding a strategic and operational planning process.

Project Summary:
Alpine School District has been involved in an internal and external scanning process. This project will use the information garnered from the scanning process in a formal strategic and operational planning process.

ALPINE SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING - K-6 SCHOOLS**
Project Director: Luana Searle
Name of School: Alpine School District

Purpose: To assist in starting a strategic planning process for K-6 principals and their sites.

Project Summary:
This project will enhance and refine an on-going strategic planning process in Alpine School District. K-6 principals will go through the first phase of a strategic planning process to unify elementary level instruction and curriculum throughout the district.

BEAVER SCHOOL DISTRICT

Project Title: **INITIATING STRATEGIC PLAN TACTICS**
Project Director: Donald Willden
Name of School: Beaver School District

Purpose: To assist in funding the facilitation of the action planning phase as identified by tactics and the evaluation phase of Strategic Planning for Beaver School District.

Project Summary:
Beaver School District has successfully completed the first phase of their strategic plan and is currently in the action planning phase as identified by tactics. This project will include more detailed planning, implementation, and evaluation. An emphasis will be given to evaluation.

CARBON SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING**
Project Director: Robert Hanson
Name of School: Beaver School District

Purpose: To assist in the funding of the action planning phase of strategic planning in Carbon School District.

Project Summary:
Carbon School District has completed the first phase of the strategic planning process. This project will include the development of action plans at the district level.

DAVIS SCHOOL DISTRICT

Project Title: **LOCAL SCHOOL STRATEGIC PLANNING**
Project Director: Randall Jensen
Name of School: Vae View Elementary

Purpose: To assist in funding for training in strategic planning and to begin the process at Vae View Elementary School in Davis School District.

Project Summary:
Vae View Elementary School has set the stage for change. This program will include the training of administration, faculty, staff and PTA members in strategic planning and will begin the actual strategic planning process.

DUCHESNE SCHOOL DISTRICT

Project Title: **STRATEGIC ACTION PLANNING**
Project Director: Dennis Mower
Name of School: Duchesne School District

Purpose: To fund the Action Planning phase of Duchesne School District's Strategic planning process.

Project Summary:
Duchesne has successfully completed the first phase of a strategic plan. This project will include:

1. The work of four action teams over a period of six months.
2. The reconvening of the original planning team to address the action plans.

EMERY COUNTY SCHOOL DISTRICT

Project Title: **EMERY DISTRICT ACTION PLAN**
Project Director: Ernest Weeks
Name of School: Emery School District

Purpose: To assist in the funding of the action planning phrase of the strategic planning process in Emery School District.

Project Summary:
Emery School District has trained parents and students in the Phi Delta Kappa goal ranking and assessment process. Committees have submitted recommendations for improvement and change. This project will include the work of action teams as they plan for implementation.

GARFIELD SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING FOLLOW-UP**
Project Director: Philip Blais
Name of School: Garfield School District

Purpose: To assist in the funding of Garfield School District's strategic planning process.

Project Summary:
Garfield School District has completed the first phase of a strategic plan. This project will include a three-month follow-up and an annual review of the strategic plan.

GRAND COUNTY SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING PROJECT**
Project Director: Glen Taylor
Name of School: Grand School District

Purpose: To assist in the district's strategic planning process.

Project Summary:
Grand School District has spent a year developing a climate for change throughout the district. This project will begin the formal strategic planning process and include the formation of action teams.

IRON SCHOOL DISTRICT

Project Title: **IRON DISTRICT: STRATEGIC PLANNING-YEAR 2, ACTION PLANS**
Project Director: Roma Jensen
Name of School: Iron School District

Purpose: To assist in the funding of the action planning phase of the strategic planning process.

Project Summary:
Iron School District has completed the first phase of the strategic planning process. This project will include the work of eight action teams as they develop plans for implementing the district's strategic plan.

JORDAN SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING**
Project Director: Charles Weber
Name of School: Copperview Elementary

Purpose: To assist in funding Copperview Elementary School's strategic planning process.

Project Summary:
Copperview Elementary School in Jordan School District will begin the strategic planning process. After an initial introduction which will include several resource packets, the principal, faculty and staff, and PTA members will be involved in a retreat; a written document will be prepared as a result of this session.

KANE SCHOOL DISTRICT

Project Title: **DEVELOPMENT OF ODDM STRATEGIC PLANNING**
Project Director: Nils Bayles
Name of School: Kane School District

Purpose: To assist in the funding of Kane School District's Strategic Planning process.

Project Summary:
Kane School District will begin the Strategic Planning process., This project will include the development of a district-wide strategic plan, formation of implementation/tactical teams, and review and revision of the plan.

NEBO SCHOOL DISTRICT

Project Title: **DISTRICT STRATEGIC ACTION PLANNING**
Project Director: Larry Kimball
Name of School: Nebo School District

Purpose: To assist in the funding of Nebo School District's action planning.

Project Summary:
Nebo School District has completed the first phase of a strategic plan. This project will include the training of action team leaders and staff and the work of nine action teams.

NEBO SCHOOL DISTRICT

Project Title: **SPANISH FORK HIGH SCHOOL SITE-BASED STRATEGIC PLANNING**
Project Director: Larry Kimball
Name of School: Spanish Fork High School

Purpose: To assist in the funding of the first phase of strategic planning at Spanish Fork High School, Nebo School District.

Project Summary:
Nebo School District has completed a strategic plan and is beginning the action planning phase. This project will now begin site-based planning at the high school level, specifically at Spanish Fork High School.

NEBO SCHOOL DISTRICT

Project Title: **SPRINGVILLE JR. HIGH SITE-BASED STRATEGIC PLANNING**
Project Director: Larry Kimball
Name of School: Springville Junior High School

Purpose: To assist in the funding of the first phase of strategic planning at Springville Junior High School.

Project Summary:
Nebo School District has completed a strategic plan and is beginning the action planning phase. This project will now begin site-based planning at the middle level, specifically at Springville Junior High School.

NEBO SCHOOL DISTRICT

Project Title: **TAYLOR ELEMENTARY SCHOOL SITE-BASED STRATEGIC PLANNING**
Project Director: Larry Kimball
Name of School: Taylor Elementary School

Purpose: To assist in the funding of the first phase of strategic planning at Taylor Elementary School, Nebo School District.

Project Summary:
Nebo School District has completed a strategic plan and is beginning the action planning phase. This project will now begin site-based planning at the elementary level, specifically at Taylor Elementary School.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **NORTH SANPETE STRATEGIC PLANNING**
Project Director: Brent Thorne
Name of School: North Sanpete School District

Purpose: To fund the initial steps of North Sanpete's strategic planning process.

Project Summary:
North Sanpete School District has established a climate for change within the school district. This project will include the first steps in the strategic planning process and will include publication and dissemination of a district plan.

PROVO SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING AT GRANDVIEW ELEMENTARY**
Project Director: Doug Gardner
Name of School: Grandview Elementary

Purpose: To assist in the funding of Grandview Elementary strategic planning process.

Project Summary:
Grandview Elementary School will initiate the strategic planning process through a planning retreat and will begin implementation planning.

SALT LAKE SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING FOR THE SALT LAKE CITY SCHOOL DISTRICT**
Project Director: Gene Sysak
Name of School: Salt Lake City School District

Purpose: To assist in funding the facilitation of the second planning meeting and a strategic management session for Salt Lake School District.

Project Summary:
Salt Lake City School District has successfully completed the first phase of a strategic plan and is currently in the action planning phase. This project will include activities related to two follow-up meetings of the district Strategic Planning team and a strategic management session on job accountability.

SALT LAKE SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING FOR SCHOOL RESTRUCTURING**
Project Director: Kay Petersen
Name of School: East High School

Purpose: To assist in the funding of East High School's strategic planning process.

Project Summary:
East High School will begin the strategic planning process. This project will include the first planning retreat which will result in a written document articulating the first phase of the school's strategic plan.

SALT LAKE SCHOOL DISTRICT

Project Title: **STRATEGIC PLANNING**
Project Director: Ivan Cendese
Name of School: Highland High School

Purpose: To assist in the funding of Highland High School's strategic planning process.

Project Summary:
Highland High School will begin the strategic planning process as an initial school committee that has explored the topic during the spring and during the month of August 1991. This project will include the first planning retreat which will result in a written document articulating the first phase of the school's strategic plan.

WAYNE SCHOOL DISTRICT

Project Title: **INITIAL STRATEGIC PLANNING WITH FOLLOW-UP**
Project Director: Robert Painter
Name of School: Wayne School District

Purpose: To assist in funding an initial strategic planning session and a follow-up session.

Project Summary:
Wayne School District will begin the initial phase of strategic planning with a retreat and will also conduct a three-month follow-up.

UTAH CENTER FOR FAMILIES IN EDUCATION PROGRAM

"The Process of educating Utah's public education children cannot be successfully completed without the active support of parents in unison with the schools. The Utah Center for Families in Education's primary mission is to assist schools and families in that effort."

Gary M. Lloyd, Director, Utah Center for Families in Education - February 1993

UTAH CENTER FOR FAMILIES IN EDUCATION

THE PAST

The **Utah Center For Families In Education** is under the co-sponsorship of the State Office of Education and the Utah PTA. The **Center** which opened on April 1, 1991, has established a 33 member state advisory council that is made up of leaders in education, government, business, community, state & local PTA, and most important, --- parents. The **Center** is housed in the State Office of Education.

The **Utah Center For Families In Education's** mission is "to develop school and family partnerships as a sphere of influence for, each student to function effectively in society as a competent, productive, caring, and responsible citizen."

In a student-focused system, the parent is recognized as the first of many teachers and lifelong mentors. Thus, the system will reach out to the family long before their child enters school and involve the parents wherever possible, including teaching concepts and providing instruction in parent skills. Parents and family members will be part of the research activities, meaning that the parental experience will be drawn upon in determining what is taught and how. Volunteerism will become an integral part of the educational process, with parents and others available to work in differentiated staffing systems."

Seven committees to the **Center** have been established to give specific direction to this major statewide effort to involve parents back into the school setting and to encourage parents to work with their children at home.

A Statewide Conference On Family Involvement In Education was held on Thursday, October 24, 1991 with over 600 parents, educators, community and business representatives attending with specialists from across the country speaking to specific topics relating to family involvement.

THE PRESENT

A number of services are now provided by the **Center** to all schools in the state including the family ed-info-hotline, a series of 57 three-minute messages providing information to parents on such topics as building your child's self esteem, all about depression, teaching children to make decisions, teenage alcoholism and what parents can do about gangs. The series of 57 three-minute messages are accessible from any touch-tone telephone 24-hours-a-day by calling 531-7007 in the Salt Lake area or 1-800-332-7007 outside that area. Many brochures about families working with their children and their school are available upon request.

Eight school districts with twelve elementary and secondary schools are participating in a five year pilot program where each student will be evaluated on their anticipated school improvement as a result of the parent model being adopted by them.

The specific model that has been adopted for the **Center** focuses on six spheres of influence in which families can fulfill their shared responsibilities for children's learning and development. They include: 1) Basic obligations of parents; 2) Basic obligations of schools; 3) Involvement at school; 4) Involvement in learning activities at home; 5) Involvement in governance and advocacy; and 6) collaborations and exchanges with community organizations.

In April of 1992 a regional conference for low income families was held in Salt Lake where sessions were taught in five different languages for the benefit of those 425 parents who attended the conference.

In November of 1992 the **Center** expanded its role to include family involvement in preschool and early childhood development to complement the K-12 Family Education Program.

THE FUTURE

Quarterly newsletters, annual parent-child-activity calendars, and family involvement packets, for parents are now available for distribution to parents and teachers.

A specific Inservice Training program for families will begin in March of 1993. This unique training program will provide the family with the opportunity to strengthen the family culture in providing the parents with skills to coordinate and communicate more effectively with their children and the education system. Over 20,000 parents from 80 elementary schools will be trained in their homes by over 3,000 volunteers.

On March 20, 1993 the second annual conference on family involvement in education will be held at Taylorsville High School with the theme, "School, Family, & Community Lighting The Way." The event will feature national and instate speakers addressing workshop sessions on building better family/school/ community relationships.

For further information contact the Director of the Utah Center For Families In Education:

Gary Lloyd, Director
Project Assistance Services Section
Utah State Office of Education
(801) 538-7801

UTAH CENTER FOR FAMILIES IN EDUCATION

PILOT SCHOOLS

ABSTRACTS SUMMARY

Following are summaries of school practices currently being utilized in the 12 pilot schools by the Utah Center For Families In Education that were funded during 1991 and 1992. These examples of practices used in the pilot schools to encourage more family-school involvement are just three of over thirty-six used in the pilot school program.

PRESCHOOL VISITS BY KINDERGARTEN TEACHERS TO FAMILIES

In each of the eight elementary schools who are participating in the five year pilot programs on family involvement, the kindergarten teachers are visiting the homes of those parents who will enroll a student in kindergarten in the fall of 1993.

The teacher makes an appointment with the parents to visit them in the home. The teacher brings with her a picture of herself, standing in front of the school, and presents the picture to the child. The teacher then takes a picture of the family, in their own environment in the home, and places the picture in her file at the school. The teacher explains to the family about various aspects of the school and then invites the family to come to the school three times during the school year to get better acquainted with the school- watch the teacher teach, meet the principal, ask questions about the curriculum, etc. The family develops a positive image of the school and understands what their child will do upon entering school next year.

SEP / SEOP

As part of the center practices, the student education plan is an integral part of the pilot school program. Three times per year, the parents join the teacher and the student in a thirty minute conference to develop and assess the long and short range goals of the student. In most cases the teacher, parent, and student sign an agreement to accomplish objectives from each of the three meetings.

SCHOOL-PARENT HOTLINE

In each of the twelve pilot schools, at the end of the school day, the twelve pilot schools, at the end of the school day, the teacher calls into the computer

system, the homework assignments for the day. For the next twelve to sixteen hours, the parents can call and find out what the homework assignment is. This communication between school and home has been highly successful.

Schools and districts participating in the five year pilot program include:

ALPINE SCHOOL DISTRICT
Director: Kolene Granger, Assoc. Superintendent

Pilot School: ***CHERRY HILL ELEMENTARY***
Principal: Karl H. Bowman

Pilot School: ***GREENWOOD ELEMENTARY***
Principal: Sheldon C. Worthington

Pilot School: ***HIGHLAND ELEMENTARY***
Principal: Kathy Whitbeck

BEAVER SCHOOL DISTRICT
Director: Carl Holmes, Superintendent

Pilot School: ***BELKNAP ELEMENTARY***
Principal: Val L. Smith

Pilot School: ***MILFORD ELEMENTARY***
Principal: Robert L. Puffer

DAVIS SCHOOL DISTRICT
Director: Richard Kendell, Superintendent

Pilot School: ***CLINTON ELEMENTARY***
Principal: Les Broadhead

GRANITE SCHOOL DISTRICT
Director: Loren G. Burton, Superintendent

Pilot School: ***HUNTER HIGH***
Principal: Jim Short

LOGAN SCHOOL DISTRICT
Director: Larry Peterson, Superintendent

Pilot School: ***MT. LOGAN MIDDLE***
Principal: Donald Jeppesen

SALT LAKE SCHOOL DISTRICT
Director: Daphne Williams

Pilot School: ***PARKVIEW ELEMENTARY***
Principal: Marietta Barton

Pilot School: ***WASHINGTON ELEMENTARY***
Principal: Carol Lubomudrov

WASHINGTON SCHOOL DISTRICT
Director: Steven H. Peterson, Superintendent

Pilot School: ***HURRICANE MIDDLE***
Principal: Jim McKim

UTAH'S DISTANCE LEARNING

and

EDNET TELCOMMUNICATIONS

"By the turn of the next century, technology-based networks will pervade our entire society, leaving no facet untouched. We will buy and sell commodities and services and conduct banking transactions via networks. The daily flow of vital information which feeds our national commerce will be conducted via networks. Even our home entertainment will revolve around services accessed from networks. Education and training as we have known them will literally explode. All of us, from preschool through nursing home, will have direct access to education and training from anywhere in the world on any subject known to man. This will mark the beginning of a true information age."

Dale Steadman, Technology Specialist, Utah State Office of Education - January 1993

UTAH'S DISTANCE LEARNING - EDNET TELECOMMUNICATIONS

THE PAST

Distance Learning, or distance education as it is sometimes called, uses technology to deliver instruction over distance. Utah, distance learning had its beginning in 1985 when the Garfield school district delivered math instruction to high school students using phone lines to carry voice and computer graphics between two school facilities in different cities.

In 1987, the Utah State Office of Education formed a Distance Learning Task Force to develop a master plan for distance learning, which was subsequently adopted by the State Board of Education in 1990. Concurrent with these planning efforts were several projects funded by USOE grants establishing distancelearning networks; ultimately establishing distance-learning classes from Blanding, Price, Roosevelt, Richfield, Brigham City, and Eureka. While these projects served principally rural populations, still distance learning impacted teachers and students in nearly half the districts in the state.

Also in 1987, USOE became a major user of the EDNET microwave network, linking major communities statewide via a completely interactive television network which permitted staff of USOE to provide staff development courses statewide, as well as conferences, meetings, and workshops involving every school district in the state over the course of the school year.

THE PRESENT

While many of the regional and local distance-learning projects established in the late 1980's continue to serve rural school districts over the state, new and innovative technologies continue to expand the applications for providing instruction over technology.

In the Duchesne School District, a state-of-the-art, broadband fiber optic network has been installed to link schools in that district to the Uintah Basin Applied Technology Center in Roosevelt, which provides a number of high school, vocational, and college courses offered by Utah State University.

Since distance-learning technologies permit educators to reach beyond the geographical borders of their own districts and regions, schools in other locations in the state are now beginning to express an interest in sharing resources to provide classes outside the geographic region of origination.

Beginning in 1993, Wayne County School District will be the district outside the Northeastern region of the state to participate in courses originating from UBATC in Roosevelt.

Interest has also increased in bringing distance-learning courses from outside the state. For the first time this year, schools in several districts have begun using math and science courses for 6e grade elementary students which actually originates from the Los Angeles County Unified School District, delivered live via satellite.

THE FUTURE

The need to provide technology infrastructure which can sap many of these activities will continue to spur the develop of variety of terrestrial and satellite networks to provide television and data services to schools throughout the state.

The Utah Education Network, which operates the EDNET network, formed a consortium to explore expansion of the EDNET system twice its present size. Using new technology innovations to deliver television signals over phone lines, the new EDNET site would principally serve public education facilities throughout the state.

As the need for educational reform continues to drive interest in new ways to deliver quality instruction into the classroom, Utah will become increasingly involved as partners in sharing instruction over distance. The distance and the technology will likely be transparent to the users, but will ultimately link students and teachers wherever there is interest in sharing instructional resources. Some of those networks will be between cities in the same school district, between districts, between regions, and Utah and other states in the country.

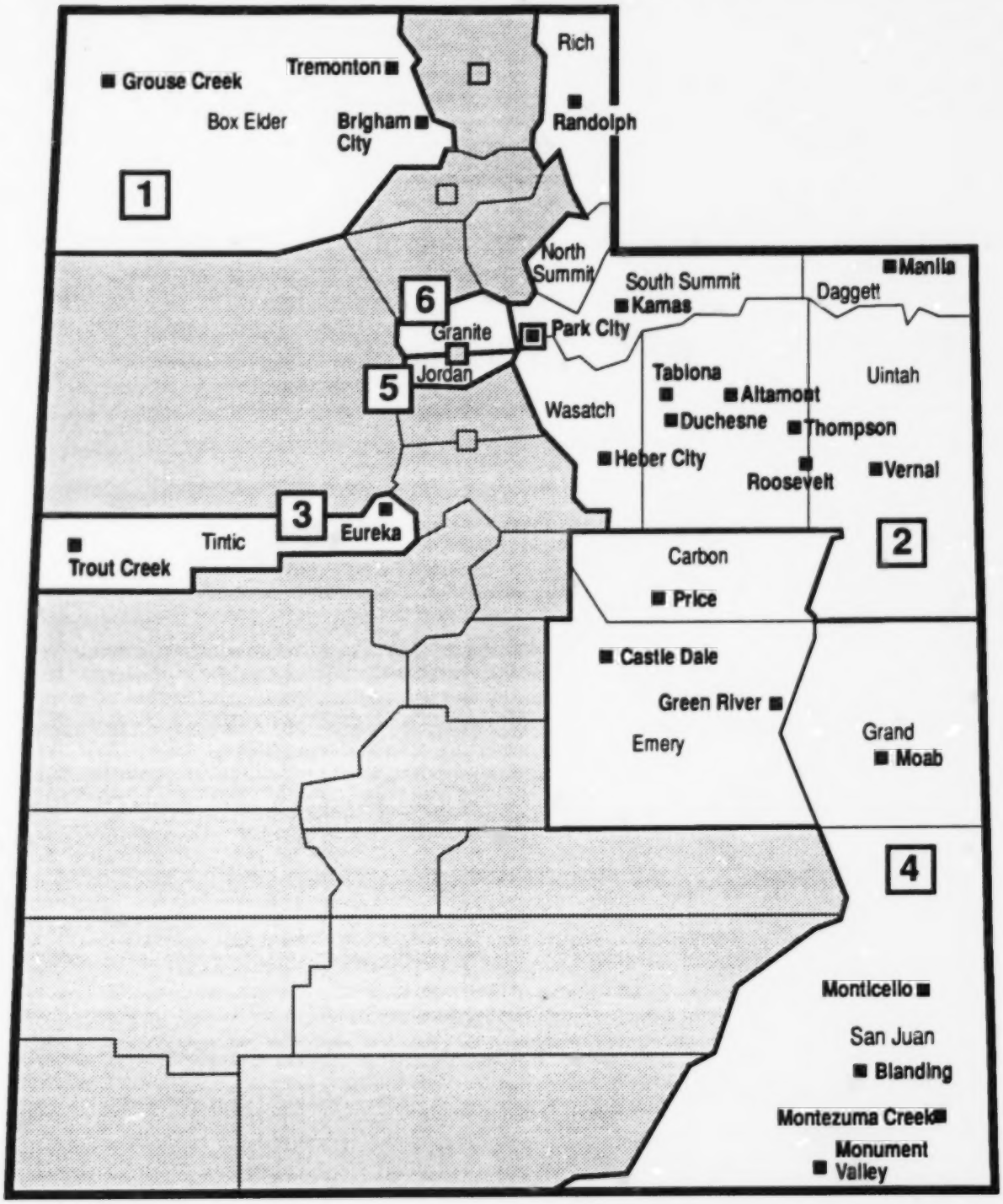
A side benefit to this effort will be increased opportunities for classroom teachers to upgrade their teaching skills by participating in a variety of staff development workshops and classes delivered via distance-learning technologies.

Ultimately, the benefits to be derived from increased use of distance learning technologies include the broad delivery of high-quality instruction, providing equity in access to those learning opportunities to small and rural communities, and savings of precious educational we use one qualified instructor multiple schools.

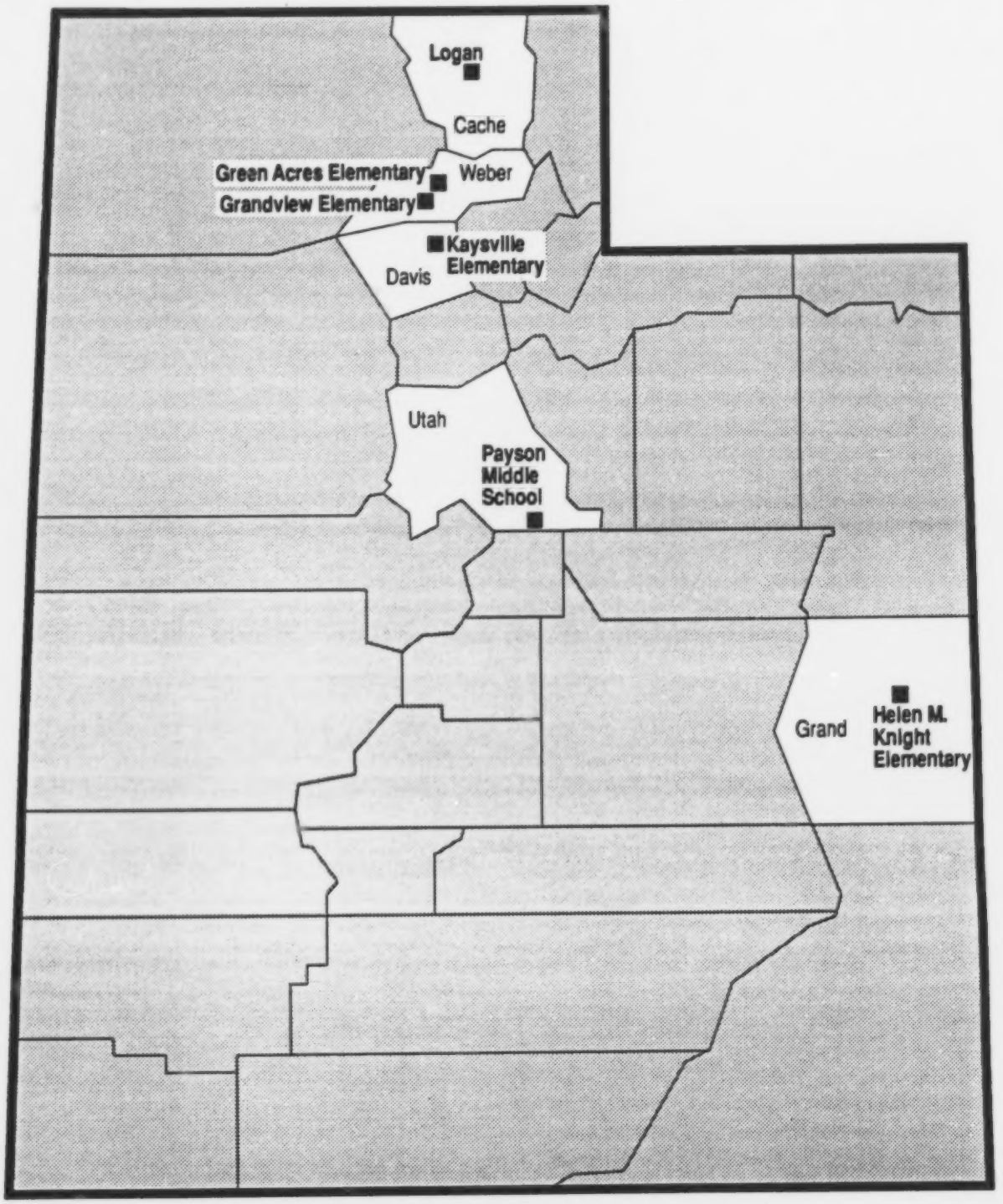
For further information regarding the Utah Distance Learning Program contact:

Dale Steadman, Education Specialist
Project Assistance Services Section
Utah State Office of Education
(801) 538-7947

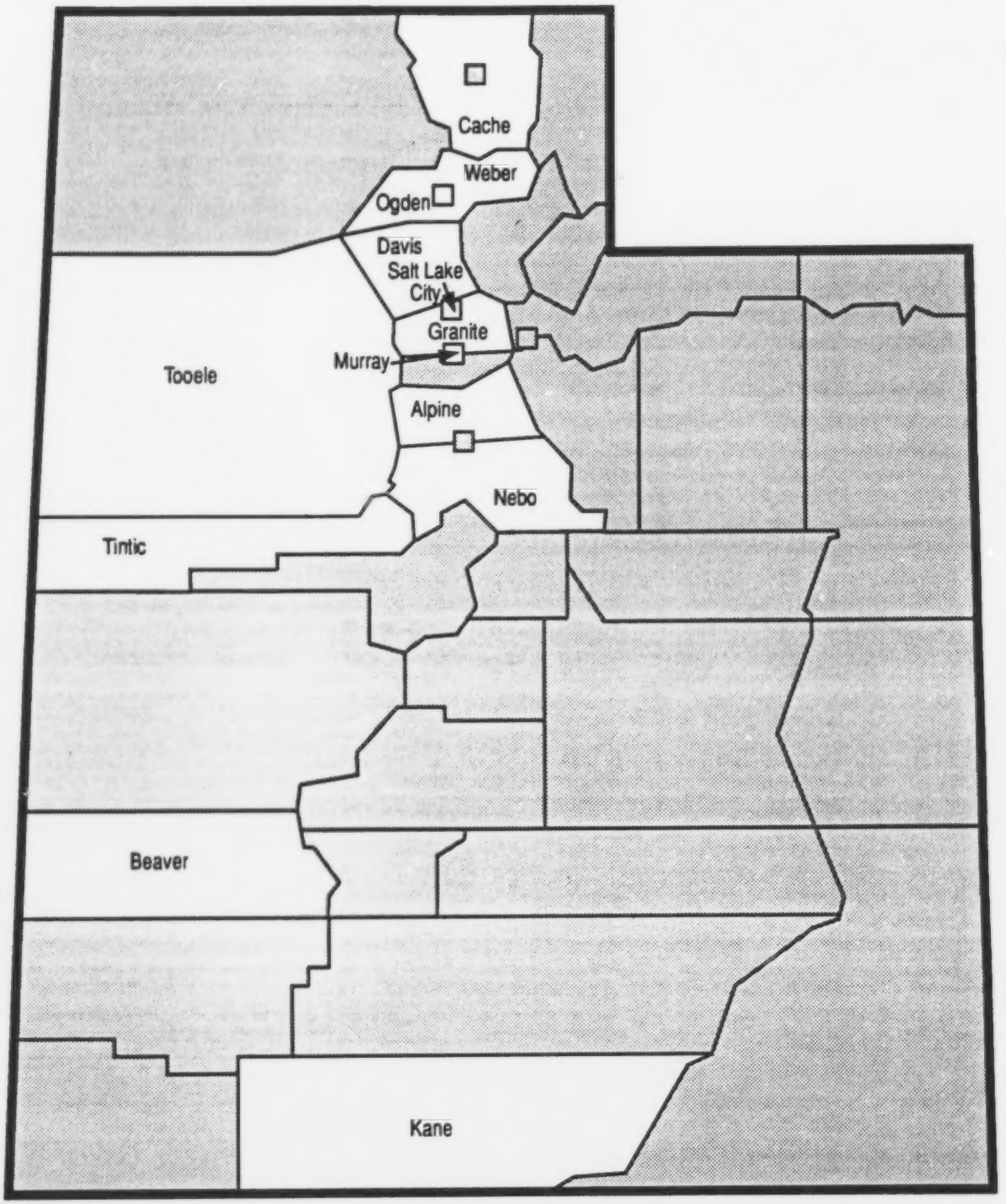
Regional Distance-Learning Networks



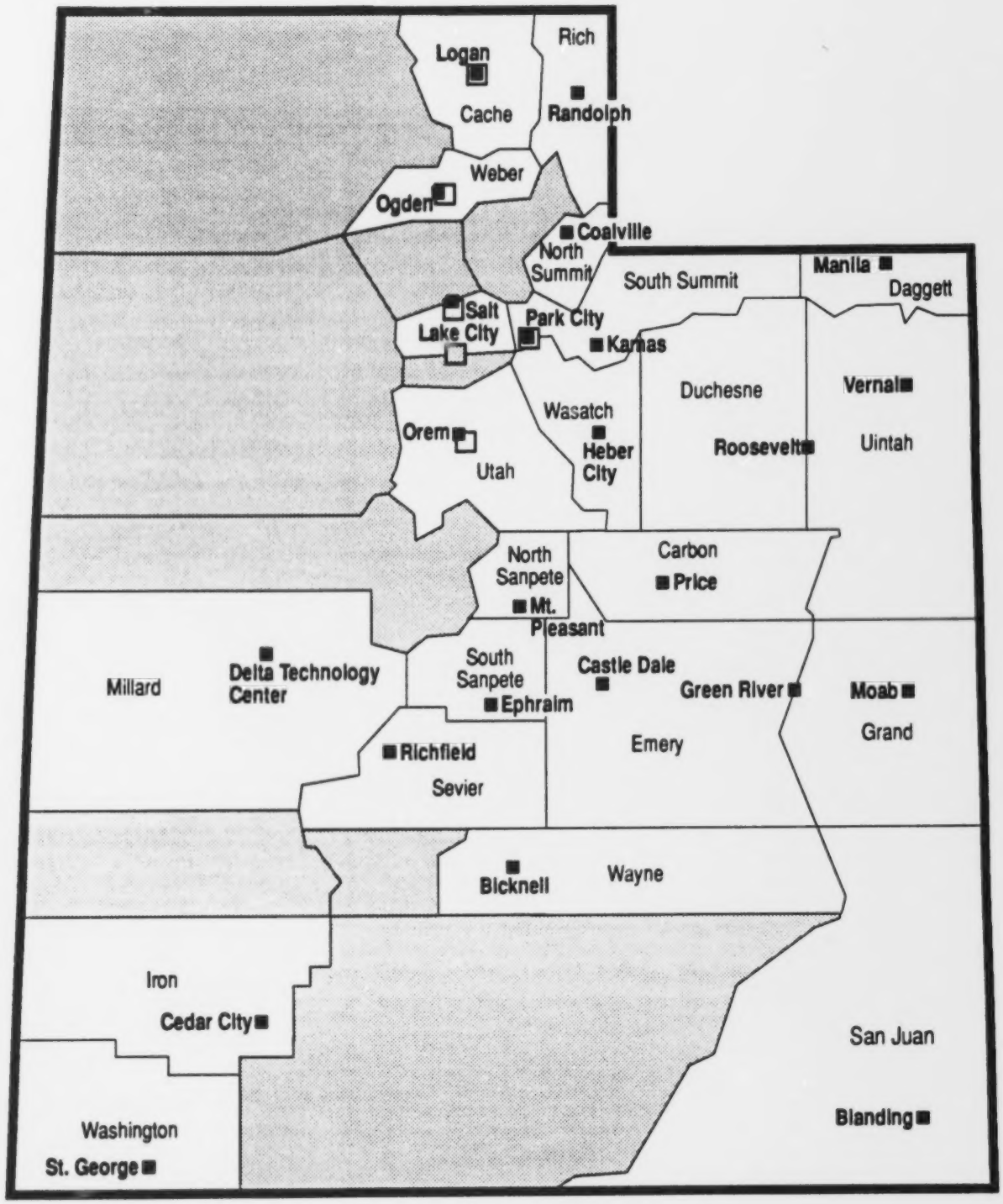
Utah Sites Receiving out of State Satellite Courses



High School Completion Telecourse Project



EDNET Sites



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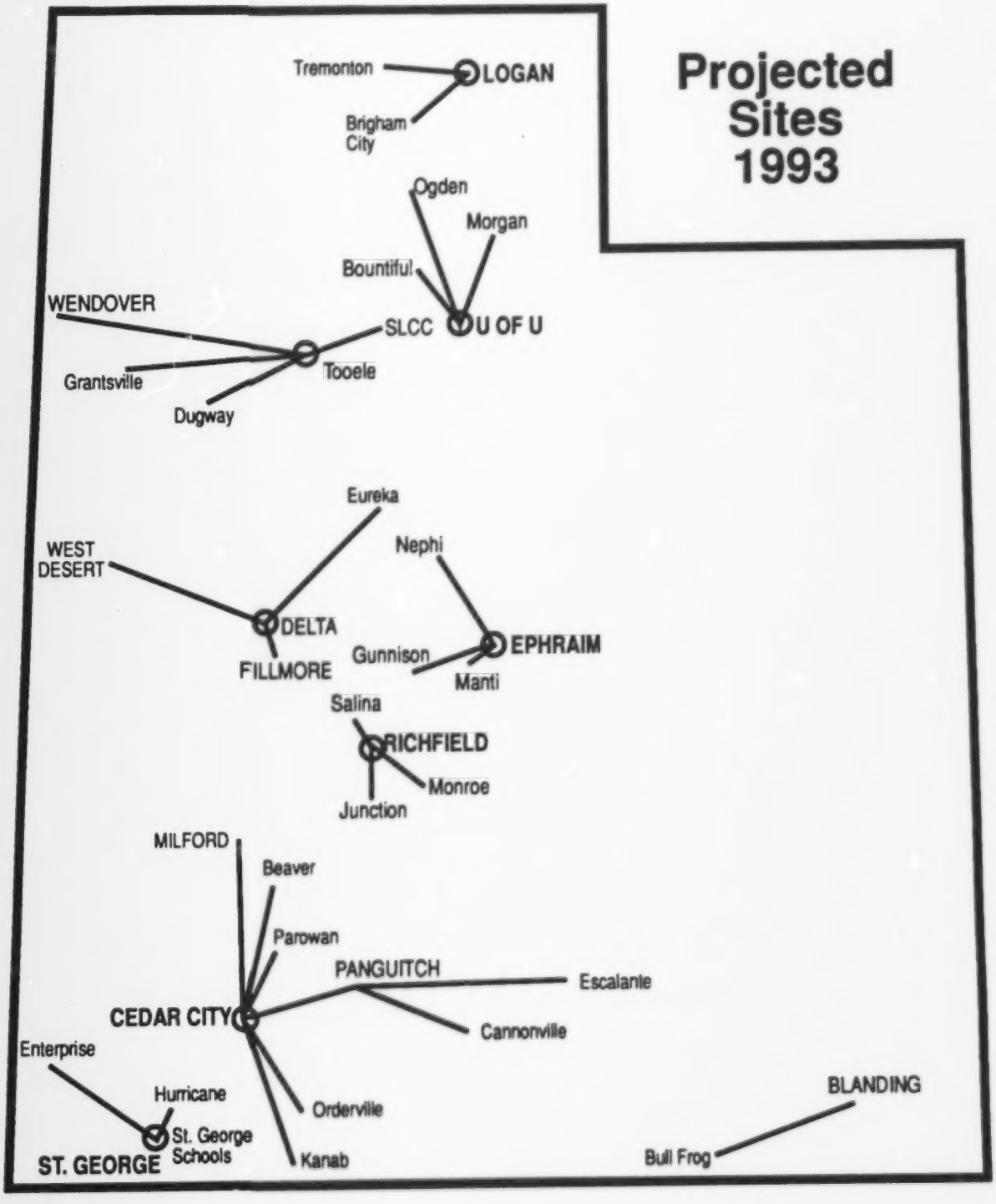
EDNET Public-Private Network



UTAH PUBLIC EDUCATION FOUNDATION INCENTIVES FOR EXCELLENCE PROGRAM

"It may be considered trite to say the future of Utah lies in the students of today's public education system, but it is also an undeniable fact.

How well prepared they are to handle the future when it becomes their reality depends on today's leaders.

We all pay our taxes, some more willingly than others. That is our duty as private and corporate citizens.

The next step, that of private contribution for public education, can also be looked upon as a duty. We prefer to look upon it as an investment--an investment in our children, in our state and in our future.

Peggy Frisby, Director, Utah Public Education Foundation , Utah State Office of Education - January 1993

UTAH PUBLIC EDUCATION FOUNDATION

A BRIEF HISTORY

The Utah Public Education Foundation is fully functional, with a board of directors, an executive committee, and an executive director. UPEF was founded March 30, 1983, but became inactive and did not become fully functional until 1989, when the first full-time director was hired. Funding was provided by the State Legislature to operate the UPEF office within the State Office of Education. No private donations are used for operating expenses. Guidelines for chapter activities have been developed to define the services UPEF provides to local districts, and the local chapters receive monthly reports. A strong board comprised of education specialists and committed community leaders is in place. Bylaws have been updated to strengthen and streamline the Foundation's operations. The UPEF Executive Director also administers the Incentives for Excellence Program for the State Office of Education.

MISSION OF THE UTAH PUBLIC EDUCATION FOUNDATION

The purpose of the UTAH PUBLIC EDUCATION FOUNDATION is to encourage the donation of private funds, materials, and services in support of public education in Utah; and to assist school districts, applied technology centers, and other components of the public education system in the pursuit of their objectives.

MAJOR FUNCTION

- Encourage the donation of private funds, materials, and services in support of Public Education in Utah.
- Assist school districts, applied technology centers and other components of the public education system in the pursuit of their objectives.
- Establish partnerships between business and education.
- Encourage and coordinate volunteer services in public education.
- Manage Incentives for Excellence, a state matching funds program.
- Act as a liaison between business and education.

MAJOR SERVICES

Technical Assistance and Inservice are provided to school districts and area vocational-technical centers throughout the state in the areas of:

- Foundation Development
- Resource Development
- Business Education Alliances
- Volunteerism

Workshops, Inservice, Conferences areas covered include:

- Foundation Development
- All aspects of fund-raising
- Grantwriting
- Establishment of business/education alliance which extend beyond financial partnerships.
- Volunteerism

Facilitate regular informational and idea-sharing meetings with foundation directors.
Act as a clearinghouse for information and resources for district use.

Developmental Services

- Districts and area vocational-technical centers throughout the state may choose to become a Chapter Foundation of the Utah Public Education Foundation (UPEF).

Other developmental services include:

- Providing role models of established business education partnerships from within the state and across the nation.
- Providing technical assistance on how to approach business.
- Upon request of districts or area vocational-technical centers working with business and industry to find and develop mutually appropriate alliances, including establishing effective alliances in rural area.

GOALS

- Enhance the operational capacity of the Utah Public Education Foundation.
- Expand the financial base for public and private donations to public education.
- Expand Utah Public Education Foundation collaborative efforts with other organizations.

For further information regarding the Utah Public Education Foundation contact:

Peggy Frisby, Education Specialist
Utah Public Education Foundation
Utah State Office of Education
(801) 538-7892

UTAH PUBLIC EDUCATION FOUNDATION

ABSTRACTS SUMMARY

Following are abstract summaries of the Utah Public Education Foundation grants that were funded during FY 91-92.

ALPINE SCHOOL DISTRICT

Project Title: **DEVELOPING TRAINING MATERIALS FOR COLLEGE / UNIVERSITY LAY READERS**
Project Director: Tina Howard
School Name: Orem High School

Project Description
Orem High School began a project in cooperation with BYU to provide lay readers for this school. This grant was to help refine the project and to develop three things:

a. University student training packet for the two hour reader training session;
b. Audio/slide presentation giving an over view of the program; and
c. Packet of materials to help student & teachers more effectively use the readers to help improve student writing.

Project Summary
The goals of this project were met. The training packet, the student packet and the presentation were developed. Student lay readers spent a total of 1800 hours at Orem High School. Materials will be used to continue this program and to expand this program to other schools in the district. These materials have also been supplied to teachers to begin similar programs at the University of Utah and Southern Utah University.

CACHE SCHOOL DISTRICT

Project Title: **DEVELOPMENT OF A TRIAD - TEACHER, PARENT, STUDENT - COLLABORATIVE TEACHING MODEL TO HELP RESOURCE STUDENTS ACHIEVE ACADEMIC AND PERSONAL SUCCESS IN THE CLASSROOM**
Project Director: Sandra Merrill
School Name: Millville Elementary

Project Description
All the resource students at the second grade level will be assigned to one classroom, enabling the resource teacher to provide instruction in the student's regular classroom. Parents will be recruited and trained to conduc. mastery learning programs and assist in the classroom. A paraprofessional will be paid to assist the students in a media and computer lab during weekly sessions to permit teachers and special educators time for collaborative efforts.

Project Summary
All second grade resource students were assigned to a collaborative classroom. These student were served in the regular classroom throughout the day. A cooperative learning model was implemented and students were encouraged to discuss topics with each other. Five parents were trained and worked one hour per week in the classroom. Four upper grade students were also trained and used daily for sight work mastery practice. Three parents were trained on a tutoring program to be used at home. Weekly planning and staffing sessions were held with the classroom and special education teachers to coordinate curriculum and discuss student needs. In addition to the training of tutors and parents, extensive daily data collection provided the staff with significant information regarding student performance. The results of this project indicate that student attitude was more positive than their peers who were in a traditional pull out program. The obstacle for this program was meeting the schedule of working parents. The project will be continued and expanded to add a communication disorder specialist.

CACHE SCHOOL DISTRICT

Project Title: **VOLUNTEER TRAINING: A TEAM APPROACH TO BETTER SCHOOLS**
Project Director: Kate Adkins
School Name: Park Elementary

Project Description
The goal of this project is to provide training for volunteers. During the summer the PTA will arrange for volunteers to participate in a 3 hour training session. A team of teachers as well as the principal will be conducting the training. Handbooks will be presented to the volunteers and a one hour session once a week for the first four weeks of school followed by a monthly session will be held to meet the needs of teachers and volunteers.

Project Summary
The PTA volunteer coordinator arranged for 45 volunteers to be trained during the summer. Training was provided by the principal, and district behavior specialist. A variety of workshops were also held. Twenty-five volunteers and seven trainers participated. Major benefits included many positive contributions that were made by the volunteers in the classrooms. By the end of the year 65 volunteers were helping at Park School. The major obstacle was the change in principals and lack of support from the administration.

DAVIS SCHOOL DISTRICT

Project Title: **INDIVIDUAL TAILORED MATH PROJECT**
Project Director: Suzanne Izatt
School Name: J.P. Stewart Elementary

Project Description
This project will provide a stimulating supportive environment for students through whole group instruction which teaches major mathematical concepts. Following group instruction children will rotate through four stations daily where they will work in small groups. Learning stations consist of one station for small group instruction, two centers for math activities and one center for math games.

Project Summary
The children learned to enjoy math through working with peers in a non-competitive environment. They have the opportunity to select manipulatives and receive immediate feedback and instruction. The major obstacle in this project was the district approved text which provided for more paper and pencil activity than was useful to the program. They are currently working with the principal and math supervisor to find an alternative text that more closely meets the needs of the program.

EMERY SCHOOL DISTRICT

Project Title: **TRAVELING TALES**
Project Director: Leona Behling
School Name: Castle Dale Elementary

Project Description
This is a project that involves a writing activity initiated at the school, produced at home by the student with the support of parents or other adults, and then shared with a real audience. Backpacks are filled with pencils, writing paper, glue, tape and other supplies. The students take the backpack home for three nights during which time they author a piece of writing with the help of parents and family. The writing can be one of several formats: poetry, editorials, character sketches, personal experience, stories, or anything the child finds interesting. The child obtains feedback from his family. The last stage of the project is for the child to present his piece of writing to the class. Parents and family members are invited to attend.

Project Summary
Twelve backpacks were purchased and supplied for this project. Ten teachers participated. After the writing activity had been completed the pieces were laminated and stored in the school library. The goals of this project, to provide a meaningful writing experience for students and to aid to bridging the gap between home and school, were successfully met. There were no major obstacles and the school is planning to continue this project.

GRANITE SCHOOL DISTRICT

Project Title: **ACCESS (GIFTED AND TALENTED CLUSTER FOR YEAR ROUND SCHOOL)**
Project Director: Rosemary Mitchell
School Name: Hillside Elementary

Project Description
This project will create a workable schedule for clustering Access students in year round schools. This schedule will allow for clustering student from two grades across all four attendance tracks. This will build curriculum for this cluster and combine the schedule and curriculum into a model that can be used in other year round schools.

Project Summary
Two teachers were given eleven month contracts for this project. Curriculum was carefully designed and included future problem solving, law and government debate and photography. Other schools have now adopted this model for 1992-1993 school year. Both teachers in this project have presented their model at other schools in the district.

GRANITE SCHOOL DISTRICT

Project Title: **INDOCHINESE PARENT AND CHILD SKILLS WORKSHOP SKILLS - WORKSHOP**
Project Director: Fay Benson
School Name: Redwood Elementary

Project Description
This project provided in-service for non-English speaking Indochinese families so that parents and children can work together. The goal was to improve reading, math and writing skills and to enhance social and academic ability. This was accomplished by hiring translators to help with communication, developing appropriate workshop materials, holding weekly one hour classes for Asian families, inviting parents to school functions and activities and providing inservice for teachers concerning the cultural idiosyncrasies of various cultures.

Project Summary
The goals of this project were successfully accomplished. Once the classes began, parents became enthused and began getting involved in their school. Classes were held twice weekly. Twenty to thirty parents, teenagers and children attended each week. Translators were also available during the special functions at the school and translators also assisted with the inservice activities. Materials were provided for teacher reference. The project has been accepted as a need not only of the Asian population but the school staff and community. Asian families would like this class five days a week. One of the

benefits of holding this at the school is that parents lack transportation to attend ESL classes in other areas. The major obstacle in this project was the time frame. Parents could not attend the 5:00 - 6:30 classes. This program will be continued.

JORDAN SCHOOL DISTRICT

Project Title: **ACHIEVING MATH MASTERY THROUGH INNOVATIVE LAB INSTRUCTION**
Project Director: Carol Warburton
School Name: Brookwood Elementary

Project Description
This project involved a team of six members who addressed three goals;

1. Improving instruction technique through inservice;
2. Increase student motivation and involvement through the creation of math labs; and
3. Broaden students mastery of academic skills by implementing cooperative learning techniques.

Two team members planned inservice meetings for the teachers. Two other team members arranged math materials in the lab, and two members designed new testing methods. Content mastery, ability to work with peer, problem solving skills and individual responsibility will be measured.

Project Summary
The first task was to order materials and arrange them in the area designated as the math lab. Students were grouped by the results of the initial 2nd grade math test. These groups were continually adjusted according to student achievement. Students are being exposed to as many problem solving experiences as possible. One way success has been measured is in the excitement felt by students and teachers towards math. Each member of the six-man team was inservices NCTM Strategies and Cooperative Learning Program. The lab is non-consumable so it is in place to use each year and expand upon as necessary.

MILLARD SCHOOL DISTRICT

Project Title: **CAREER EXPLORATION OF NEW TECHNOLOGY**
Project Director: Ida Tolbert
School Name: Delta Middle School

Project Description
This project is to expose the students to the vocational opportunities locally and across the state. Qualified individuals from the community will serve as assistant teachers in the classroom or will provide demonstrations at their place

of business. This process will educate students to the real world of employment dedication and adulthood. Individuals not only will demonstrate talents but share the types of skills and educational backgrounds required by their profession.

Project Summary
People with occupations that were related to home economics and health occupations were used. The department was equipped with the necessary technology. The district purchased computers, surgers, welding cutters, maps and food technology. Grant monies were used to purchase additional technology necessary to teach health occupations such as blood pressure cuffs, thermometers, disposable covers and stethoscopes. Computer programs and film strips were also purchased. One goal of the program was to create an information book. The major obstacle of this project was time.

MILLARD SCHOOL DISTRICT

Project Title: **CURRICULUM IMPROVEMENT IN THE LANGUAGE ARTS**
Project Director: Scott Bassett
School Name: Delta North Elementary

Project Description
The goal of this program was to increase student performance in language arts. This was done by analyzing test scores to identify weak areas of student learning. Purchasing materials that teach test taking strategy in the area of language arts and finding ways to increase parent involvement in order for parents to actively help their children achieve greater success in school were also objectives of this project.

Project Summary
The project has been successfully completed. SAT tests were carefully analyzed and areas of particular concerns were identified and addressed. Materials that teach test taking strategy were purchased with grant monies. Students were drilled in test taking strategy, great efforts were taken to involve parents in the language arts/communication learning process. A monthly newsletter was sent home with each student. These newsletters contained various learning activities for parents and students to do at home. The response was very positive. There were no major obstacles with this program and the program will be continued.

MURRAY SCHOOL DISTRICT

Project Title: **COLLABORATIVE READING-LANGUAGE DEVELOPMENT IN THE CLASSROOM**
Project Director: Jennifer Kranz
School Name: Horizon Elementary

Project Description

The goal of this project is to develop a reading/language program that benefits from language development theory in order to better meet the needs of handicapped students with reading and language delays. All 4th-6th grade Horizon Elementary students receiving resource service in reading or language will be part of this project. Three days a week these students will receive reading instruction from the resource teacher. Two days a week reading instruction will be provided by both the resource teacher and the speech/language pathologist. This project is unique because reading selections will be chosen for their literary value rather than reading level and instruction is provided by both resource teacher and the speech/language pathologist. The resource teacher will introduce the story and the speech/language pathologist will develop the student's language skills.

Project Summary

All of the goals of this project have been met. Participating teachers have observed a growing willingness among the students to interact in class and on-task behavior has improved. The major obstacle in this project has been to choose appropriate reading selections.

MURRAY SCHOOL DISTRICT

Project Title: **LANGUAGE DEVELOPMENT THROUGH CHILDREN LITERATURE**
Project Director: Marilyn K. Price-Larsen
School Name: Liberty Elementary & Longview Elementary

Project Description

This project involved the development of a classroom language program that would benefit language development for handicapped students with severe delays. Children's literature will be used as the basis of instruction and the narrative will be modified to the student's language level.

Project Summary

A team of teachers met several times to adapt books and prepare support materials. Many narratives were presented to the students with related enrichment activities. The activities for each story took three to four weeks to complete. At the conclusion of each story students took a book and questions home to share with their parents. All students showed improvement in the IEP goals in the language area. This project was presented as a professional paper at the 1992 Utah Speech and Hearing Association conference in the spring.

The goals of developing collaborative procedures for improving language skills in the classroom and the development of supporting material has been accomplished. There were no major obstacles and this project will be continued. All of the students, parents and teachers who participated had fun with this approach.

NEBO SCHOOL DISTRICT

Project Title: **FESTIVAL OF THE ARTS**
Project Director: June Biggs / Kristeen Harrington
School Name: Spanish Fork Intermediate

Project Description
The grant for this project will allow professionals to conduct seminars in the schools where they will articulate their creative motivation, demonstrate their talents and discuss the contributions made by the fine arts to our quality of life. These funds were to expand the already existing program.

Project Summary
Four art professionals conducted seminars, displayed their work and interacted with 850 plus students during the day of Nov. 15, 1992. Many parents, community members, and teachers from other schools also attended. A large art exhibit was on display for six weeks in the school library. Extensive advertising was attained for both the arts festival and art exhibit. Due to a request from the community an additional activity "An Evening with James C. Christensen-Fantasy Artist" was held. This activity was attended by 600-700 people from the community as well as students. There were no major obstacles in this project. It was seen as worthwhile but because of lack of funding it will not continue.

NEBO SCHOOL DISTRICT

Project Title: **PRODUCING, CREATIVE, PRODUCTIVITY OPPORTUNITIES FOR ALL STUDENT THRU HIGHER LEVEL THINKING STRATEGIES**
Project Director: Carol Curran
School Name: Santaquin Elementary

Project Description
This project focuses on enhancing instruction techniques and student motivation and involvement by using already established national contests. One day a week a specialist will come into the regular classroom for 1/2 hour to train students in the topic of the month. Parents and members of the community will be involved in sharing their creative talents while conducting these workshops for the students. Durable materials will be purchased to help students develop basic thinking strategy and skills. A Super Saturday will be

planned for parents and students. Accomplishments will be recorded on video for future student motivation and for building community relations.

Project Summary
The objective and goals in this program are being reached. A core of students helped think of ideas and activities that would involve all students in enriching their education. Materials such as a box of dress up clothes were collected and organized. Contests were created for the school in the areas of invention, story writing, original music, original plays, original style chessmen, etc. Parents and members of the community were involved as they conducted workshops for students. The problems that were encountered with this project were difficulties in working with PR people, the local newspapers, and learning to use a camcorder. It was also difficult for a full time teacher to also coordinate this program. The program will be continued.

NEBO SCHOOL DISTRICT

Project Title: **QUALITY SCHOOL THROUGH OPTIMIZING LEARNING**
Project Director: Melanie Fox Harris
School Name: Rees Elementary

Project Description
The goal of this project was to develop a manuscript centered around the school experience of cross-age learning which would be used with local and national audience. Rees Elementary has organized a cross-age class for grades three, four and five during the last two years. The model has been researched and found to be a safe environment for individual differences and enables full time main streaming of special education students. Teachers will be involved in this project and will meet eight hours for planning and development time. The year's theme, objectivity, lesson plans, student successes, and the development of additional plans and assessment tools for this very unique setting cross-aged grouping and thematic studies will be evaluated.

Project Summary
The goals and activities of this project were successfully completed. Much more than the allocated eight hours was spent in planning. The entire faculty met for a one day retreat to discuss ways of unifying and building a quality school. From that meeting the idea for BFG's (Big Friendly Groups) emerged. These were the multi-aged groups of 1st thru 5th grade students that would meet at the beginning of each day to practice supporting and helping each other through cooperative learning strategies. Several faculty members presented at conferences about the optimal learning program. More than 70 visitors went through the school to observe teachers in action during the year. Articles have been shared, presentations made to faculty at other schools, and workshops using the materials have been presented. Several newsletter articles have brought attention from as far away as Connecticut. The school also applied to

the Governor's Grant for Excellence and was selected as one of the recipients for the $10,000 award. The major obstacle was the need for more time to plan. The project was completed with the publication of the manuscript. However, the cross-age tutoring will continue.

OGDEN SCHOOL DISTRICT

Project Title: **CROSS-TUTORING, INTEREST-BASED CURRICULUM: GRADES 2 - 5**
Project Director: Sue Griffin
School Name: Lynn Elementary

Project Description
Children in grades four and five acted as tutors for children in grades two and three. The older students worked with teachers to decide upon the subject they would teach. Students then developed the materials and worked with groups to present the lesson which they created. The purpose of this project was to develop a cross grade curriculum to help language deficit children find new and creative ways to use language.

Project Summary
Teachers worked closely to train students to work with younger children. Each tutor not only developed their own curriculum but also helped younger children to develop reading skills. Books have been written by students and tutors through a computer program, and shared with the group. Tutors have met with their students two times a week throughout the school year. Social bonds across the grades have also been a positive by product of this program. Friendships have been developed, social behaviors have improved, the emergence of a big brother attitude has cut down on the bully problems. One of the major obstacles was that some of the teachers did not participate.

PROVO SCHOOL DISTRICT

Project Title: **CLLP - (COOPERATIVE LEARNING LITERATURE PACKETS)**
Project Director: Mary Kimball
School Name: Joaquin Elementary

Project Description
Through a cooperative learning activity in literature, the students will be able to demonstrate whole language skills. Packets will be created for use in groups of four. Student packets, which will include literature books, instruction cards, extensive activities and materials to complete the activities will be developed. These packets will go along with the themes found in the district reading program.

Project Summary
Cooperative learning activities for eighteen different books were produced. The learning activities were tested on a group of children and evaluated for significance. The packet will be used to supplement the reading program and will be used next year and proceeding years. Three goals were accomplished:

1. Children learned to read for enjoyment and enjoyed using the packet in their reading activities;
2. Children learned to follow directions as they completed the activities on their own; and
3. Students came up with new ideas for the packets which increased their thinking skills; more packets were created than had been anticipated due to fewer costs.

Major obstacle was the delay in ordering some of the materials.

PROVO SCHOOL DISTRICT

Project Title: **CORRELATION OF "CELEBRATE LITERATURE," THE DISTRICT ADOPTED LITERATURE PROGRAM**
Project Director: Laurie McNeal-Hansen
School Name: Westridge Elementary

Project Description
The ultimate goal of this program was to enable children in the 4th, 5th, and 6th grades to receive the reading, writing and language skills instruction they need as they are exposed to children's literature, featured in the Celebrate Literature series. This project is to correlate the series within the district's framework. The project will include the formation of cooperative learning groups. The school's computer systems will be utilized to ensure that homeroom teachers are aware of students' progress. During SEP conferences student, parents, and teachers will review a computer printout of student progress toward mastery of the skills.

Project Summary
The following objectives have been completed:

- District framework and the literature series have been combined;
- Learning activities have been correlated within the districts framework;
- Additional learning activities have been developed for every reading /writing, and language objective not taught in the literature series; and
- A reliable testing procedure for determining students' mastery of specific reading skills is in the initial stages of development.

Major obstacles have been the time involved in combining the objectives from the district's framework and the Celebrate Literature series. Almost all of the purchased professional services money was utilized to complete these first two objectives. Students began moving into WICAT computer labs for 30 to 45

minutes each day. As a result, teaming as a grade level become more difficult and teaming on a 4th, 5th, and 6th level was impossible.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **MEETING THE NEEDS OF AT-RISK STUDENTS**
Project Director: Carole Hanneman
School Name: Meadowlark Elementary

Project Description
This project was based on cooperative learning techniques and was designed to help at-risk students gain academic and social skills. The sixth grade teachers, including the special education teacher, worked as a team to meet the individual needs of each student and to eliminate the pull-out program.

Project Summary
This project ran for one year only, since the school went to a 4-track year round calendar. However, all involved felt it was the best educational year ever shared with the sixth grade. The children were able to experience success and gain confidence in themselves. No major obstacles were experienced, but due to limited funding, a full-time coordinator was not available.

SAN JUAN SCHOOL DISTRICT

Project Title: **DEVELOP AND IMPLEMENT A SCHOOL-WIDE PLAN FOR GIFTED & TALENTED STUDENTS**
Project Director: Eveline Falk
School Name: Millville Elementary

Project Description
Omnibus is a program designed for parental and volunteer youth to emphasis science and language arts. It's objectives are:

a. To expose children to subject matter encountered in the regular classroom;
b. To encourage creativity and to develop problem solving and logical thinking skills; and
c. To allow children to interact with those of similar objectives and interest.

Project Summary
In January 1991 eight tutors received training and collected materials and items for teaching. Students were registered in classes which began in March. One two hour class per week with a total of 73 students from all ages participated. These students were put into groups by age rather than class. Topics included Egyptology, coded language and hand made instruments. Students produced musical instruments, wrote research papers and sent coded communications to each other and instructors.

The project was directed by an advisory committee. This committee is pleased with the results, and will expand the programs next year with additional volunteers and more classes available to students. The major obstacle encountered was the fact that holding the class once a week after school created some problems with busy schedules and long time lapse between classes and prompt feed back for children during that time.

SAN JUAN SCHOOL DISTRICT

Project Title: **WHOLE LANGUAGE PROGRAM PRE / 2**
Project Director: Elizabeth Eck
School Name: Montezuma Creek Elementary

Project Description

The whole language program will be created during the summer by the team leaders. Each team will use materials to create a whole language environment for lower grade classrooms. The project will increase reading comprehension and creative writing ability through the use of enrichment and corrective centers. The students' educational learning process will be ongoing and their creativity will become more innovative. The project will integrate a variety of techniques involving a language experience approach, higher levels of thinking skills, the centers for enrichment and correction, cooperative learning and traditional group and individualized instruction.

Project Summary

Learning centers, original books and learning games have been developed by teachers. When students were finished with classroom work they were free to go to a learning center. There were six parts to this project:

1. Whole language - Integrated units were developed and used by teachers.
2. Learning centers - Focused on activities for language units which were being studied.
3. "Big Books" - Written by students.
4. Writing Centers - Items to encourage students to write.
5. Reading Centers - Students read for 15 minutes a day and wrote in journals.
6. Games - Many skills can be practiced through games.

The major obstacle was finding time to create new centers throughout the year. This project is far from being over. The three main team members creating this program feel that they have only scratched the surface of needed activities for students.

UINTAH SCHOOL DISTRICT

Project Title: **ELECTRONIC SISTERS SCHOOL**
Project Director: Bill Warner / Shirl Weight
School Name: Valley Elementary

Project Description
The goal of this project was to use telecommunication as a link to help students learn to use technology related skills such as communication skills, keyboarding, data manipulation, problem solving, systems of technology, resource management, economics of work, human relations/teamwork, applied math/science and career planning on computers in real life situations by sending E-mail and doing intra-school research projects and presentations in cooperative team efforts.

Project Summary
The goals of this project were successfully met, instruction techniques were developed and students were taught basic computer skills. Students used these computer skills to produce autobiographies, stories, spreadsheets, data bases, surveys and charts, electronic mail letters and other projects in health and art classes. The major obstacles were coordinating schedules between two schools, and the time it takes to develop the curriculum and review the software. Funding was inadequate. 140 hours were donated and the school also put in an additional $500 dollars into this grant. This project will definitely be continued on an ongoing basis.

WASHINGTON SCHOOL DISTRICT

Project Title: **CONNECTIONS: SPECIAL EDUCATION STUDENTS TO THEIR COMMUNITY**
Project Director: Sandra Ferrell
School Name: Dixie High School

Project Description
The purpose of this program is to motivate special education students to stay in school by making the things they learn more applicable to real life. Daily resources will be utilized to help students see the connection between what they are learning and what really happens in life after high school. Students will be invo'ved in a monthly field trip related to history and science. Community resource people will be guest "experts" in the classroom. One guest speaker will be scheduled each month. All student will be required to complete a four hour individual service project. Working with the BLM or other agency a community service project will be planned and carried out. Students will be invited to participate in a year-end trip to an area of interest. Through the Chamber of Commerce, businesses will allow students to spend a day on the site. Also, visits will be arranged to several businesses throughout the year.

Project Summary
All of the objectives and activities in the project description were accomplished. The major obstacle was that due to limited funding some students were not able to go on the year-end trip. The guest speaker portion of the program will be continued.

WASHINGTON SCHOOL DISTRICT

Project Title: **FLI (FLEXIBLE LEVELED INSTRUCTION)**
Project Director: Tim Lowe
School Name: Dixie High School

Project Description
The focus of this project is to provide the students with a learning environment that will be flexible enough to challenge the gifted students in the area of computer data processing, yet will be able to provide for slow students and give them the instructions that will allow them to have a successful experience. Students will keep a notebook with their work in it and review their process in meetings with their instructor at least once a week. Students will keep track of their own progress and will be required to master each unit of learning skills.

Project Summary
This project has been an on-going process to provide data processing to students which will allow them to progress at their own pace in the computer lab. This includes a management system and is competitive based. Instruction is presented in small groups and full class styles. Students are exposed to written instruction, computer tutorials, lectures and guided presentations. Students have the option to attend some lectures or work on their own. Students learn responsibility by filing all work in a workbook and having the instructor pass off assignments in one-on-one meetings. Each Monday morning students set goals for the coming week. The goals of this project: to create the FLI program; to test the program to see if it is valid; and to create a marketable package have been completed. There were no major obstacles and this project will be used on a continuing basis. The director submitted an outline of the program to the "1992 IBM Technology and Learning Teacher of the Year" competition at the national level and was chosen as one of the innovative state winners for Utah.

WASHINGTON SCHOOL DISTRICT

Project Title: **HANDS ON AUGMENTATIVE, ASSISTIVE, ADAPTIVE, COMMUNICATION, CORE CURRICULUM DEVELOPMENT**
Project Director: Dave Lambert
School Name: Pine View Middle School

Project Description
The focus of this project is to adapt the state core curriculum so that it can be used and mastered by students with special learning needs and to provide a resource center and inservice training for parents and teachers to carry out curriculum.

Project Summary
All of the goals of this project were accomplished. The resource center was established at a central location. The core curriculum of the State of Utah was adapted for use with disabled students and the equipment necessary to carry out the objective of this project was purchased. Peer tutors and classroom teachers were trained continually throughout the year. The greatest obstacle in this program was obtaining reliable equipment. The program will be continued with private and public support. The program will not only be continued but will be expanded in the coming year. The greatest benefit was the public awareness that all students can communicate and that many students with disabilities can use the core curriculum as a means of being taught and evaluated.

WEBER SCHOOL DISTRICT

Project Title: **COLLABORATIVE HISTORICAL NOVEL**
Project Director: Steve White / Evelyn Bertilson
School Name: South Ogden Jr. High School

Project Description
The project provided a meaningful writing experience which involved the complete writing process for students. Students will do the research, writing, revising, and editing of this novel. The novel will be published.

Project Summary
The goals of this project were accomplished. A novel was written and published by an eighth grade publication class in the seventh grade language arts class. Thirty students and two teachers collaborated to produce the book. Activities included a trip to Hampton Ford on the Bear River, and the Utah State University Library. There were no major obstacles in this project. This project was not planned as an ongoing project and has been completed. However, the project director feels that funding another similar project would be worthwhile.

WEBER SCHOOL DISTRICT

Project Title: **MAGAZINE WORKSHOP**
Project Director: Cheryl Strong
School Name: Weber High School

Project Description
This project will enhance student writing instruction by allowing students to produce a magazine on their own. Student activities will include proofreading, editing, graphic design and marketing skills. Students will work on exploratory essays, narratives, poetry and autobiography sketches. In order to involve the communities, local companies will be asked to place ads in the magazine.

Project Summary
Eleven students began working on the magazine in September. The work was spread over the four quarters with different subjects covered and completed in each quarter. The biggest obstacle in this project has been the graphics. Access to more computer graphics is needed. The students in this class began with very poor writing skills. This project has reached completion with the publication of the magazine. However, it would be worthwhile to fund the project in the future.

WEBER SCHOOL DISTRICT

Project Title: **THE PARENT CONNECTION**
Project Director: Jim Christensen
School Name: Weber School District

Project Description
Parent Resource Center, or The Parent Connection is located in a store front location in the Ogden City Mall, which is a connecting point for families in a two school district geographical area. The program has grown to a series of parenting classes presented by volunteer counselors and trainer. Parents are assisted through materials and information regarding community resources, classes and other services available to parents to help the needs of their families. Training to develop skills to strengthen family relationships and help parent become involved in their children's education experience. First phases of this project is a series of brown bag lunch meetings and evening presentations at the Parent Connection. The store will be open two days during the week to provide an opportunity for parents to read printed materials and review video tapes. Volunteers will be available during those hours to answer questions about the center. The project will be expanded to include evening presentations, a parent lending library and short term counseling and referral services.

Project Summary

The Parent Connection is a collaborative effort now involving 27 community agencies including Weber School District and Ogden City School District. The main objective of the Parent Connection has been to offer parenting seminars to citizens in our community. Over the past 15 months the Parent Connection has been open twice a week for the purpose of making presentations to parents and other interested parties. Patrons enjoy coming to a location that is centrally located, non-intimidating such as the Mall. Our audiences have been as large as 130 people. The noon presentation has averaged about 35 people and the average in the evening is 20 people. All presentations are offered free of charge and the presenters volunteer their time. The facility has also been offered to all agency members for special parenting meetings. One of the greatest benefits from this project has been the collaboration of all community agencies. One obstacle is the lack of funding. Work is being done to expand the project.

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